

# Nanpean Community Primary School

St George's Rd, St Austell, Cornwall, PL26 7YH

**Inspection dates** 23–24 September 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not yet good because:

- Pupils' attainment by the end of Key Stage 2 is not yet high enough, although progress over time is improving, particularly in writing.
- Pupils' attainment by the end of Key Stage 1 is broadly in line with others' nationally, although too few pupils attain the higher levels in tests. In reading, pupils make much better progress than in previous years.
- The high performance of pupils receiving additional support slipped a little in Year 6 in 2014. There was a small gap between their attainment and that of their peers.
- While teaching has improved it does not always offer sufficient challenges for the most able. Some lessons start too slowly, without a sufficiently clear purpose and this slows down pupils' progress.
- The reforms brought in by the new headteacher have started to improve the school but have not yet raised pupils' achievement so that it is good.
- The governing body has been through a period of change but now has a new interim Chair of the Governing Body who is beginning to get to grips with the school. The checks it has carried out on the school have not always promoted improvements.

### The school has the following strengths:

- Children in the Early Years Foundation Stage start school with levels of skills that are below those expected for their age. Their progress last year was good and currently children are enjoying continued success in working towards the early learning goals.
- Children in the Reception class are very happy at school and the good teaching they receive ensures a firm foundation is being laid for their future education.
- The checks the school makes on teaching and pupils' progress are now very thorough and actively promote improvements.
- Pupils' behaviour is consistently good. Their attitudes to their work are invariably positive. Relationships are warm and supportive and the school is a harmonious community. Pupils feel safe.
- Parents and carers are delighted with the school and how it is improving under the leadership of the new headteacher.
- Teachers plan subjects very carefully so that lessons are often imaginative and pupils say they are fun. This encourages their learning. Thorough marking helps pupils understand how well they are doing.

### Information about this inspection

- The inspector visited nine lessons, all of which were observed jointly with the headteacher.
- She held meetings with staff, school leaders, pupils, parents and carers, members of the governing body and a representative of the local authority.
- She scrutinised school policies, records, plans, staff questionnaires and records of all kinds.
- The inspector analysed the 15 responses to Ofsted's online questionnaire, Parent View, and took into account a school survey of parents and carers conducted in February 2014.

### Inspection team

Carolyn Carnaghan, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school. The proportions of disabled pupils and those with special educational needs are lower than average.
- The proportion of pupils receiving support through the pupil premium (additional funding to support specific groups, including those eligible for free school meals and those who are looked after by the local authority) is above average.
- Very few pupils are from minority ethnic groups. Almost all pupils are White British and speak English as their first language.
- The school has a higher than average turnover of pupils.
- The current headteacher took up her post in September 2013.
- An interim Chair of the Governing Body was co-opted in September 2014 to support the leadership of the governing body. A review of the work of the governing body was recently carried out by the local authority.
- The school meets the current government floor standards, which set the minimum requirements in reading, writing and mathematics.

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

- Raise achievement across all subjects by:
  - ensuring teaching consistently provides the correct degree of challenge for all pupils so that the most able can reach higher levels of attainment
  - making sure that all lessons start promptly and purposefully
  - building on the current developments in teaching to consolidate recent improvements in pupils' progress.
- Develop the confidence and skills of the governing body to enable members to promote further school improvements.

## Inspection judgements

### The leadership and management **require improvement**

- The headteacher has acted quickly to address weaknesses in the way the school checks up on the quality of teaching and pupils' progress. She identified where essential improvements were required and has swiftly introduced reforms in these areas. However, the changes she has introduced have not yet had a significant impact in raising attainment across the school.
- Although the reforms have already led to improvements in teaching and learning so that there are clear indications that pupils' progress is accelerating, higher standards are not yet established. In the headteacher's efforts to move the school forwards she has received good support from the local authority to help her settle into her new role. Their regular checks on the school have proved highly supportive of this new approach.
- The headteacher is an excellent professional role model for her staff. She has built an able leadership team who share her vision to support the school's work in developing and delivering the new National Curriculum. The subjects the school teaches are well planned to take account of the recent changes in regulations. The school offers exciting opportunities for its pupils to learn in a variety of imaginative ways. For example Years 4, 5 and 6 pupils were enthused by the task of working out how to interview a visiting alien. The pupils found that the teacher's self-built alien communication apparatus, his use of a telescope to scout for passing spacecraft and the excitement that the topic created stimulated their own writing.
- Well-planned opportunities for spiritual, moral, social and cultural development ensure pupils grow in confidence and are well prepared for life in modern Britain. Links are being forged with other schools and these help to broaden pupils' horizons.
- Checks made on pupils' progress have been closely integrated with the introduction of the new National Curriculum. While the results of teachers' testing of pupils have not always been consistently accurate, the headteacher is working closely with other schools to ensure greater confidence in judgements made. This has helped develop teachers' professional skills; they support and appreciate this initiative.
- The school has been creative in effectively allocating additional funding for sport and physical education. Pupils attend the additional clubs and activities on offer, such as fencing. Leaders and governors keep a close check on the take-up and pupils' responses to this provision.
- Parents and carers agree that the impact of the new headteacher has been very positive; they feel engaged in their children's learning and well informed about progress and school life in general.
- **The governance of the school:**
  - Following a review of the governing body, it has started to initiate changes in the way it operates. Improved checks on what the school provides mean that governors are better informed about its strengths and weaknesses. They understand the qualities of teaching and are aware of the links between teachers' performance and their pay progression. Governors have a firm grasp of pupils' attainment and how it compares with national averages, including that of pupils in receipt of additional funding. These developments are beginning to enable governors to hold the school to account more thoroughly.
  - The governing body has been proactive in developing the school's evaluation of its activities and it helps shape its strategic direction.
  - Members of the governing body have a good grasp of how to keep pupils safe and help to ensure the school meets all of its safeguarding requirements.

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

- The behaviour of pupils is good. Pupils get along together remarkably well and their relationships with teachers and other adults are friendly and constructive. The atmosphere is very calm and it is noticeable how courteous pupils are to those around them. The school is a harmonious community for pupils to grow and thrive. Parents and carers, governors, staff and pupils all share this view.
- Pupils' attitudes to learning promote their progress in lessons. There are very few interruptions to learning and pupils work together very well in pairs and groups. They also show independence when required and are punctual to lessons.
- Pupils report that bullying of any kind is rare, including on the internet. They know exactly what to do should anything untoward occur and are confident that the school's actions to prevent bullying and harassment are effective. Pupils understand how to stay safe in their everyday lives and are aware of the risks associated with mobile phones and the internet.

- Pupils love coming to school and this shows in their respect for their surroundings, which are clean and tidy. They adhere to school uniform policies and their attendance has improved; it is now above average.
- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of risk and their mature attitudes ensure they are aware of the need to prevent racism and discrimination of all kinds.

### The quality of teaching

### requires improvement

- Strong leadership has led to improvements in teaching but pupils' progress has only just begun to increase.
- Sometimes the early parts of lessons lack sufficient purpose; by the time they get going some of the impetus for learning has been lost.
- The most-able pupils are not always fully stretched and some say they have to repeat work too much, such as in mathematics, and this is dispiriting. One outcome of this is that the school has fewer pupils than expected who reach higher levels in tests.
- Most lessons are enjoyable and pupils participate enthusiastically because activities are generally interesting. The positive atmosphere in lessons makes a significant contribution to pupils' improving progress.
- The work that pupils produce in their books and folders shows how much progress is improving. Pupils exhibit great care and attention to the presentation of their work and enjoy the 'R and R' time that the headteacher allows for them to respond to marking. Teachers mark work very thoroughly and their comments are encouraging and analytical. This inspires pupils to do better.
- Support for learners who are experiencing difficulties is well organised. Small groups are frequently supported effectively by teaching assistants. Work is generally well tailored to meet individual needs, including homework, but occasionally sessions lack purpose or staff do not have the necessary expertise.
- Teachers manage pupils capably and this helps maintain their concentration on the tasks in hand. Teachers are courteous in their dealings with pupils and this promotes a positive atmosphere in the classroom.

### The achievement of pupils

### requires improvement

- Attainment rose in 2014, although it was still a little below average by the end of Key Stage 2. The exception was in writing where the school's efforts to promote pupils' progress has paid off. Pupils' attainment by the end of Key Stage 1 is broadly in line with others' nationally, although too few pupils attain the higher levels in tests. Given their starting points, the achievement of pupils overall requires improvement.
- The progress of the most-able pupils is starting to improve as teaching has become more effective. Their progress and attainment have been broadly average in the past but currently their work indicates rising achievement for this group.
- The teaching of reading has led to a dramatic increase in attainment for pupils in Year 1. Pupils are confident readers who experience and enjoy a wide range of books. They can use skills in breaking down tricky words, sounding out syllables to help them gain understanding.
- The many pupils who arrive at Nanpean Community Primary School at times other than those usual for transitions have had a negative impact on the school's records of attainment and progress. The school now has in place much more accurate methods of testing on entry, regardless of when that is. This is helping teachers and pupils understand how well they are progressing.
- Pupils in receipt of additional funding benefit from assistance that is tailored to their needs. The day-to-day progress of each individual is carefully checked and teaching is adapted as required. In 2014, Year 6 pupils who received additional support were three terms behind their peers in reading and mathematics and two terms behind in writing. These gaps were smaller than those seen nationally and in previous years there were no significant gaps in any subject.
- Pupils who are disabled or with special educational needs generally make similar progress to their peers. This is because their needs are well known to all adults and they receive appropriate support.

### The early years provision

### is good

- Good teaching meets the needs of the range of children in the Reception class. As a result children make a very good start and are well prepared to begin the National Curriculum in Year 1.
- The variety of opportunities offered stimulates children's interests and independence, such as when children worked with number across a very wide range of activities indoors and out. They settle quickly into school routines, learning how to behave well and how to get on with one another.
- Staff are skilled in supporting children throughout the day, ensuring that everyone, including disabled children and those with special educational needs, makes good progress. The achievement of all groups is good.
- Parents and carers affirm that their children enjoy school and are happy to come every day. There are good opportunities for discussion with staff at the start and end of the day and children's successes are celebrated both here and with the other pupils in assembly.
- Leadership is good and staff plan a variety of experiences for children that support their learning well, both indoors and out. They keep very clear records of children's ongoing progress and this enables them to plan future work carefully.

## 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>	111899
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	443954

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	111
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jeff Davis
<b>Headteacher</b>	Carly Marsden
<b>Date of previous school inspection</b>	3–4 February 2011
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