

# Heamoor Community Primary School

Bosvenna Way, Penzance TR18 3JZ

**Inspection dates** 7–8 June 2016

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher inspires all in the school to do their utmost and make sure pupils learn in a happy atmosphere. Pupils are nurtured and encouraged. Anything that gets in the way of learning is quickly removed.
- Children are taught well and make good progress in the early years. Teachers plan varied and interesting activities for children to encourage their learning, curiosity and wider development.
- Effective leadership in English and mathematics has led to teachers gaining strong subject knowledge.
- Although pupils' historic achievements at the end of key stage 1 were below the national average, good teaching is leading to the majority of pupils now making quicker progress.
- Leaders and teachers have been successful in helping pupils from disadvantaged backgrounds to make good and sometimes rapid progress.
- Pupils make good progress from their starting points. When they leave Heamoor, they are well prepared for the next stage in their education.
- The most able pupils make particularly good progress. Teachers ensure that challenging activities motivate pupils to achieve their best.
- Pupils behave well, get along together happily and try hard in lessons. Pupils say that they feel safe. Their safety and well-being have a high priority.
- Governors have high aspirations for pupils. Their decision-making has created good capacity for further improvements. Parents are overwhelmingly positive about the school's work.

### It is not yet an outstanding school because

- While leaders and teachers have, rightly, focused on English and mathematics, pupils' skills and knowledge in other subjects, such as science, have not been developed as thoroughly.
- Action plans are not sharply focused to allow governors to precisely check the impact of planned actions and hold leaders to account.
- Sometimes, the guidance teachers give pupils is not sufficiently precise to help pupils make the very best progress.

## Full report

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

- Strengthen leadership and management further by ensuring that:
  - plans for improvement include short-term targets, so that members of the governing body can check precisely on the impact of actions and hold leaders to account
  - subject leaders build on the best practice already in the school, for example in English and mathematics, to make learning experiences purposeful in science and other subjects.
- Improve the quality of teaching, learning and assessment by ensuring that feedback and guidance received by pupils are sufficiently exact to help them to make the very best progress.

## Inspection judgements

### Effectiveness of leadership and management is good

- The relatively new headteacher is providing effective leadership to steer the school's development during a period of change and challenge. Her clarity of vision is spurring on the new staff team, who understand the school's priorities and their part in providing good teaching. As a result, pupils are making faster rates of progress.
- School leaders are skilfully creating a strong team ethic. The headteacher and deputy headteacher work seamlessly to inspire aspiration. Morale is high. As a result, the staff team is embracing the changes to the curriculum which are leading to pupils making good progress in English and mathematics in particular. Leaders have successfully tackled areas identified for improvement in the previous inspection.
- The headteacher is relentless in ensuring that all staff 'go the extra mile' to ensure pupils' happiness and well-being. Staff are vigilant in identifying pupils who may need a little extra emotional support. Vulnerable pupils are carefully monitored to ensure their needs are met. Consequently, the school is a positive and friendly place where children feel safe to challenge themselves.
- Teachers who hold leadership responsibilities demonstrate a drive and energy similar to senior leaders. Middle leaders are new to their roles but are, nonetheless, enthused and have a clear understanding about what needs to be done to improve their subjects.
- The strong ethos of mutual support and ongoing development is creating the momentum for rapid improvement. New and less experienced teachers and support staff are supported and advised extensively so that they develop their skills. They value the support they receive. Their enthusiasm encourages pupils' good learning behaviours.
- Additional funding for disadvantaged pupils is put to good use. Leaders have considered carefully the strategies that are most appropriate to support the pupils in the school and have implemented them accordingly. As a result, disadvantaged pupils make good progress.
- The breakfast club provides a suitably calm, healthy and inviting start to the day. Staff provide an enthusiastic welcome which is met with broad smiles from the pupils. Pupils chat sociably around the table to one another while staff prepare a healthy breakfast. Staff take time to hear pupils read and to help pupils practise their phonics (letters and the sounds that they make).
- Leaders make good use of the additional government funding for sport to develop teachers' expertise and to provide specialist sessions and resources. Pupils speak with pride about their improved coordination and control in activities such as surfing. The school's drive to engage children in healthy lifestyles and sport has led to a significant increase in the proportions of children taking part in sporting activities, with the majority of pupils attending at least one after-school club. Many pupils attend more than one activity.
- The local authority provided effective support through a period of turbulent times in the school. Their effective brokering led to the appointment of the current headteacher. Since this appointment, the school has not required further support.
- Every parent spoken to praised the school and said how happy their children were. The quality of communication is a strong feature that parents much appreciate.
- Pupils and staff live out the school values, such as using kind words and inspiring and respecting each other. This contributes strongly to pupils' social, moral, spiritual and cultural development. The school's caring and nurturing ethos aligns closely with fundamental British values. Pupils are thoughtful and considerate. Older pupils debate topical issues maturely and value the fact that 'we are all different'.
- The relatively new curriculum and assessment arrangements are bedding in well. All staff are confident in the school's assessment arrangements. Leaders keep a close eye on pupils' progress and provide effective challenge and support for teachers to meet the needs of individual pupils. This is leading to pupils making speedier progress. Senior leaders have a clear understanding of what needs to be done next. Their work to strengthen curriculum and assessment arrangements is well under way.
- The engaging curriculum hooks pupils' interests and is particularly effective in improving standards in reading, writing and mathematics. Although other areas of the curriculum are covered, pupils do not experience the other subjects as often or at the same depth. For example, the topics pupils encounter include science. However, pupils do not develop their scientific investigative skills and knowledge sufficiently well.
- Leaders' plans for improvement identify clear actions to raise standards further. Leaders have an in-depth understanding of what needs to be done, but written plans are not always specific about timings and who

will check if actions are successful. This hinders the ability of leaders and governors to precisely check the impact of the school's actions on its performance. Senior leaders recognise that this is the next step in the school's development and know what needs to be done.

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

- Governors have shown great determination and strategic vision in putting right some of the weaker aspects of the school's work. They worked closely with the local authority to steer the school through a period of troubled times. Their challenge and support to leaders led to a resolution of staffing issues and the current sustained period of stability and progress.
  - Governors have a clear understanding of their roles and responsibilities and are committed to ensuring the best outcomes for pupils in the school. However, as planned actions to tackle school priorities lack clear timescales and measurable targets, governors are unable to gain a clear understanding of the difference actions are making in some instances.
  - School finances have been wisely managed to move from a deficit budget situation. The governing body holds the school to account for its spending of additional funding to ensure that the pupil premium funding is spent well and is making a sustainable difference to the achievement of eligible pupils. The decision to employ a 'learning mentor' has proved to be very effective. Attendance has improved and is now in line with the national average, and those pupils who work with the mentor are making rapid progress.
- The arrangements for safeguarding are effective. Staff are vigilant and aware of their responsibilities to keep pupils safe from risk and potential harm. Senior leaders and governors make sure that everyone is suitably trained. Leaders make sure that records are kept appropriately and securely. They work closely with a range of agencies and are persistent about following up referrals to assure themselves that everything is being done in a timely way.

### **Quality of teaching, learning and assessment** **is good**

- Teaching is consistently good throughout the school. Relationships with pupils are strong and based on mutual respect. Teachers communicate their own enthusiasm for whatever is being taught so that pupils learn in a lively and purposeful atmosphere. Pupils settle promptly to their tasks and are motivated to achieve their best.
- Teachers know pupils well, assess their learning accurately and use this knowledge to plan activities that capture pupils' interest and provide them with challenge. For example, in Year 3, pupils' learning is based around the question 'Would the world be better without sugar?' Pupils applied their mathematical skills to design how many different ways the classroom tables could be organised to accommodate different numbers of 'diners'.
- Teachers develop pupils' speaking skills effectively. This is having a positive impact on pupils' writing as they learn new vocabulary and practise different ways to construct and extend their sentences. This has led to the significant improvement in the quality of writing across the school and is particularly strong in Year 2. Across the school, pupils produce well-structured pieces of writing using an increasing range of sophisticated vocabulary.
- Teachers make sure that teaching assistants are briefed well and know specifically how they should promote pupils' learning in each lesson. As a result, teaching assistants make a significant contribution to pupils' learning and their personal development and welfare. For example, in key stage 1, they lead small-group phonics sessions to build pupils' knowledge of letters and the sounds that they make. Their work is having a positive impact on building pupils' confidence and pupils' literacy and numeracy skills.
- National priorities, such as the 'mastery' curriculum, mean that teachers provide pupils with regular challenge that deepens their understanding through reasoning and problem solving. Standards in mathematics have risen as a result. Many pupils are making accelerated progress in mathematics. Teachers' strong subject knowledge has led to an increased proportion of pupils classified as among the most able in this subject.
- Homework makes a good contribution to pupils' learning. Pupils are particularly enthusiastic about the choices they have in their homework 'enrichment tasks'. Pupils say this helps them to practise the skills they have learnt in school. The school's gallery demonstrates the wide range of skills and knowledge pupils have gained through homework activities.
- Work in books shows that teachers are teaching a wide range of curriculum areas. Pupils are motivated to write regularly and are applying the skills they are being taught in spelling, punctuation and grammar.

Pupils apply their strong knowledge of mathematical facts and concepts to practical problem-solving situations. Pupils' skills, knowledge and understanding in other subjects are less well developed. For example, work in books shows that while science is taught, pupils' scientific investigative skills are not well developed.

- On occasions, teachers do not provide sufficiently precise feedback to help pupils improve their work. As a result, pupils do not learn from their misconceptions or mistakes and their progress stalls.

## **Personal development, behaviour and welfare** is good

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good. The school's displays, with secure boxes to post concerns, reflect an emphasis on care and support for pupils. Displays in the main entrance about online safety and information on the school's website provide useful contacts and guidance for families on keeping their child safe and free from harm.
- The school's work to promote respect and tolerance is well established. Pupils are clearly proud of their school and say that everywhere is safe. Pupils enthuse about the 'Rainbow Room', a place where they can go and talk to the learning mentor if they have any concerns or worries.
- Pupils thrive because they feel valued and extremely well supported. They understand the teachers' expectations for good work and behaviour. The high-quality support given to the most vulnerable pupils and their families is making a positive contribution to developing pupils' self-esteem and well-being, and to the progress they make.
- Staff record all concerns diligently and continually seek ways to support individual pupils. This results in pupils being ready to learn and achieve well.
- Pupils say that there is no bullying. In addition, pupils who spoke with inspectors have a good understanding of how to keep safe when using computers. Pupils told inspectors how the weekly assemblies also help them to think about safety. For example, they are helped to think about staying safe on the beach.
- There are many opportunities for pupils to develop their understanding of leadership and responsibility. For example, the school day has recently changed as a result of a school council survey. Pupils prefer the shorter lunchtimes and say that it means they can take part in more clubs at the end of the school day.
- An increasing number of pupils are taking part in initiatives such as the 'Children's University'. Pupils take part in activities beyond the school day and earn points which eventually lead to a graduation ceremony at a local university. This is supporting the school's ambition for pupils to have broad horizons and to 'aim high'.
- Parents are overwhelmingly supportive of the school's work. Typically they say, 'My child can't wait to get to school.'

### **Behaviour**

- The behaviour of pupils is good. Pupils form good relationships with one another and help to make the school a cheerful and welcoming place. They feel safe to 'have a go' and are not afraid to make mistakes.
- The behaviour observed around school, in corridors, in lessons and when the children are at play, is good. Children are polite, respond to greetings and are quick to hold open doors for others to pass through.
- Pupils are kind and supportive of one another. In lessons they 'critique' each other's work and provide 'warm' and developmental feedback as to how improvements can be made. This is considerably carried out and openly received.
- Pupils understand what constitutes bullying and say that it rarely happens. They have confidence in the staff and trust them to sort out issues on the rare occasions when there are problems. The school's behaviour logs show that incidents are rare. Staff deal with matters swiftly and thoroughly. Parents' views support this.
- Pupils treat visitors with respect and are keen to share their pride in their school. They are particularly enthusiastic about the topics they learn.
- Attendance has improved and is currently broadly in line with the national average. Leaders have developed effective strategies to tackle absences and staff work hard to engage the support of other professionals where necessary. As a result, the proportion of pupils who are persistently absent from school has reduced dramatically.

## Outcomes for pupils

are good

- Senior leaders' focus on progress and the changes made to the curriculum underpin the school's recent success. Although there are weaknesses in historical published data, outcomes for current pupils are good because leaders have skilfully developed the teachers' subject knowledge and expertise in the school.
- The proportion of pupils achieving a good level of development at the end of their Reception Year has been below the national average but improving year on year. This year, records of children's learning show that the proportion of children achieving a good level of development is in line with the national average. This represents strong progress from their starting points at school.
- Similarly, there has been continued improvement over the last three years in the proportion of pupils who reach the expected standard in phonics by the end of Year 1. This year the improvement is set to continue. For the first time, a greater proportion of pupils are on track to reach the expected standard than those nationally.
- The most able pupils achieve well because provision has strengthened for this group. Historically, in key stage 1, fewer pupils attain the highest levels compared to nationally. Pupils' books and assessments show that the most able pupils are making good progress with their learning. Improved teaching is providing these pupils with the challenge they need.
- Pupils who need to catch up, including those with special educational needs or disability, are supported well in lessons. Overall, they make good progress. Leaders' continual, ongoing checks on all pupils' learning highlight gaps in what pupils know, can do and understand. Additional support is arranged swiftly for those who need it. The extra sessions (interventions) that pupils receive help them to make good and sometimes rapid progress.
- Disadvantaged pupils are making speedier progress than others because of the effective support they receive. Senior leaders' analysis of the effectiveness of interventions shows that pupils who have access to learning mentor support are making particularly strong progress.
- Leaders ensure that information about what pupils know, can do and understand is shared between teachers when pupils are changing classes. Good transition arrangements with the secondary school ensure that pupils feel confident to move on. Pupils are well prepared for the next stage of their education by the time they leave in Year 6.

## Early years provision

is good

- From their low starting points on entry, children in the Reception class make good progress. Very close work with the pre-school and carefully planned visits during the summer term help teachers get to know the children well. This ensures that children have a smooth transition and that no time is lost in helping them to make the progress they are capable of.
- The early years leader has provided clear and determined leadership to develop the provision and improve teaching, learning and assessment in the Reception class. Consequently, this year, more children are on track to exceed the early learning goals by the time they leave the Reception class. Children are well prepared for starting Year 1.
- Children's learning and development are fostered effectively in all areas of learning. Teachers plan exciting and engaging learning opportunities in the well-resourced indoor and outdoor learning environments. Children quickly develop their imagination, independence and love for learning. Children are encouraged to work independently and most demonstrate perseverance and resilience in their approach to tackling the harder work. This is supporting the good progress they make. The wide gap that existed for children from disadvantaged backgrounds has been narrowed this year.
- Adults quickly find out what children need on an individual basis and adapt their plans to help them. On occasions, this means support for the family or engaging the help of other agencies, particularly for speech and language. Families are supportive of the school's work and regular sessions such as 'Read at 3' and 'Wow' moments are well supported by parents. Parents appreciate the way that the school keeps them informed about their child's progress.
- Adults are vigilant. They make sure that the children behave sensibly, feel safe and are kept safe. In an outdoor activity, for example, children worked well together in small groups, building a structure with

large tubes. Children moved the equipment safely and demonstrated a high level of personal and social skills, cooperating with each other.

- The early years leader has made writing a key priority. The effectiveness of this action is clear to see in children's books. Children are making good use of their phonics knowledge to independently write sentences. A high proportion of the class are performing particularly well in writing. A small group of the most able children were observed writing sentences where words such as 'highlighter' and 'mermaid' were spelt correctly.
- Current information on children's achievement shows that children's skills in mathematics are less well developed. The success that the early years leader has had in implementing changes to writing lends confidence to her plans for improvement in mathematics.

## School details

<b>Unique reference number</b>	111794
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10005514

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	186
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr A Davis
<b>Headteacher</b>	Mrs J Flynn
<b>Telephone number</b>	01736 364 868
<b>Website</b>	<a href="http://www.heamoorschool.co.uk">www.heamoorschool.co.uk</a>
<b>Email address</b>	<a href="mailto:head@heamoor.cornwall.sch.uk">head@heamoor.cornwall.sch.uk</a>
<b>Date of previous inspection</b>	7–8 June 2016 8–9 December 2010

## Information about this school

- Heamoor Community Primary School is smaller than the average-sized school.
- The vast majority of pupils come from White British backgrounds.
- The school meets requirements on the publication of specified information on its website
- The proportion of pupils for whom the pupil premium provides support is below the national average, although some year groups have particularly high proportions of disadvantaged pupils and some have few. Pupil premium is the additional funding to support pupils known to be eligible for free school meals.
- The proportion of pupils who have special educational needs or disability is above average.
- Early years children attend the Reception class full-time.
- There is a privately run pre-school that shares the same site as the school. It was not part of the inspection of this school.
- There is an on-site breakfast club managed by the governing body which formed part of the inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.



## Information about this inspection

- Inspectors observed pupils' learning in 11 lessons or parts of lessons, most of which were observed jointly with the senior leaders.
- Discussions took place with the headteacher, senior leaders and two representatives of the governing body.
- An inspector had a telephone conversation with the school improvement adviser and a member of the local authority.
- Inspectors scrutinised a number of documents, including minutes from governors' meetings, school improvement plans and records relating to behaviour, attendance and safeguarding.
- The inspection team scrutinised the quality of pupils' work over time and listened to what pupils had to say about their learning.
- Inspectors spoke to a group of pupils to seek their views about the school. The views of other pupils were gathered during lessons, playtimes and lunchtimes. An inspector listened to pupils reading.
- Inspectors observed pupils' behaviour at lunchtimes, breaktimes and around the school.
- An inspector conducted a walk around the school with pupils to look at curriculum displays, the promotion of British values and to find out how they feel about their learning.
- Inspectors spoke to groups of parents and considered responses to the school's own survey of parental views.

## Inspection team

Tracy Hannon, lead inspector

Mark Ackers

Simon Mower

Her Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

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