

Inspection of Nanstallon Community Primary School

Nanstallon, Bodmin, Cornwall, PL30 5JZ

Inspection dates: 14–15 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Nanstallon has transformed since the last inspection. The buildings, learning, behaviour and leadership have all got much better.

Everyone at the school is ambitious that pupils do well. Pupils thrive because they are challenged to work hard. Adults make sure that the work is interesting and captivating. Pupils are encouraged to think for themselves, develop their own interests and be responsible for their own work. They work well in class and when learning outside. They become particularly confident using information and communication technology (ICT) to record their work.

Pupils say they love coming to school. Their parents agree. Every morning the headteacher and staff enthusiastically welcome pupils to the school. This morning greeting is just one example of the way the school is friendly, nurturing and values everyone.

Behaviour is good and pupils get along with each other. They say there is no bullying. There is always help at hand if a pupil is struggling. Adults ensure that everyone learns and behaves the best they can.

Pupils learn well in reading and mathematics. However, the planning of some of the other subjects needs strengthening to make sure that pupils build on their knowledge year on year.

What does the school do well and what does it need to do better?

Children get off to a strong start at Nanstallon. There are good links with the pre-school and with parents and carers. Children settle quickly. They become confident to learn and play together. Staff care for children well. They are knowledgeable about their strengths, interests and needs. The teacher makes sure there is a careful mix of different opportunities to learn. Sometimes whole class sessions are used to introduce topics or explain the basics. These sessions are then built upon in indoor and outdoor play, group or individual sessions. Staff check and develop children's learning through the day.

Pupils' early reading is developed well. The teaching of phonics is clearly structured. Pupils become confident readers. Their books are carefully selected for them. Other reading sessions develop pupils' vocabulary and expression. The school makes sure that there are a range of books, literature, comics and journals available to interest different children. There are lots of quiet spaces where pupils choose to read.

Pupils say they love mathematics. Teachers plan the mathematics curriculum carefully so that pupils develop their knowledge across a broad range of mathematical ideas. Teachers adapt the curriculum well to give more support to

those pupils who might be struggling. Consequently, pupils become confident mathematicians.

Leaders and teachers know pupils well. They use a range of assessments to check for gaps in pupils' knowledge and skills over time. Teachers give feedback straightaway to help pupils improve their work. They give extra help to pupils when it is needed.

Teachers capture the curiosity of pupils by designing interesting curriculum topics. There are opportunities to learn in different ways. Pupils become confident in using ICT to record and enhance their work. Teachers make sure all the subjects of the national curriculum are covered when they should be. Nevertheless, for some subjects, it is not clear how the curriculum topics help pupils learn key knowledge over time. At times, the interesting approach distracts from the important content that must be learned.

The school prides itself on its life skills curriculum. The aim is to develop the 'whole child' with a focus on being healthy and pupils developing social, economic, and linguistic skills. Pupils experience a range of cultural opportunities. This means that all pupils have the opportunity, for example to learn to sew, cook and play an instrument. The school has adopted a relationships and sex education policy. This is not fully developed. Consequently, it does not yet link with the life skills curriculum to tackle some of the particular issues that Nanstallon pupils may face in their local community or when they go to secondary school.

Pupils follow the school behavioural expectations well. Where pupils find this difficult, they are given help.

Leaders have set up clear structures for supporting pupils with special educational needs and/or disabilities (SEND). Leaders adjust the environment, the curriculum, or the adult support to help individual pupils. They make good use of specialist services. As a result, pupils with SEND get the help they need.

The arrival of the new headteacher accelerated the improvement of the school. Parents and staff describe him as 'passionate' and 'impressive'. With the support of a strong governing body, he has improved the school while ensuring the well-being of staff. Other leaders and school staff share the headteacher's ambition. Together, they are an informed, enthusiastic and effective team.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, staff and governors ensure that pupils are safe. They have made significant improvements to the environment, procedures and policies. Leaders ensure that recruitment and record keeping procedures are effective. Staff are well trained and

confident in their responsibilities. When it is necessary, staff work effectively with external services.

Pupils say they feel safe. Teachers have recently supported parents and pupils due to concerns about online safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- It is not sufficiently clear how the topics that are taught in different year groups contribute to pupils acquiring key knowledge and skills in some foundation subjects. Leaders should clarify what pupils should know and understand in these topics and how this is relevant to the pupils of Nanstallon.
- Some aspects of the life skills and sex and relationship curriculum are not as well developed as others. This leads to pupils having gaps in their understanding of the challenges that they may face. Leaders need to strengthen the curriculum so that it systematically addresses issues that are current locally and nationally and prepares pupils for the challenges of secondary school.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	111914
Local authority	Cornwall
Inspection number	10200954
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	116
Appropriate authority	The governing body
Chair of governing body	Sheena Morton
Headteacher	Ben Stephenson
Website	www.nanstallonschool.co.uk
Date of previous inspection	30 November – 1 December 2017, under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Information about this school

- The school is much smaller than the average primary school. It has five classes: one for Reception; one for Years 1 and 2; one for Years 2 and 3; one for Years 4 and 5; and one for Years 5 and 6.
- In September 2018, a new headteacher was appointed. Several new teachers joined the school in September 2019.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors examined a range of documentation provided by the school. They met with the headteacher, staff, governors and groups of pupils. An inspector spoke with representatives of the local authority.
- Inspectors carried out deep dives in early reading, mathematics, physical education and history. They met with subject leaders, visited lessons, talked to pupils and teachers, looked at pupils' work and listened to pupils read to adults.
- Inspectors looked at the policies and procedures used to keep pupils safe. They also reviewed the checks carried out by leaders on the suitability of adults who work in the school.
- Inspectors spoke with parents at the start of the school day. They considered 28 responses to Ofsted Parent View, the online questionnaire and 28 free text responses.

Inspection team

Stephen McShane, lead inspector

Her Majesty's Inspector

Paul Hodson

Ofsted Inspector

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