

Inspection of a good school: Nanpean Community Primary School

St George's Road, Nanpean, St Austell, Cornwall PL26 7YH

Inspection dates:

29 and 30 September 2021

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils at Nanpean Community Primary School are proud of the school's Cornish heritage. Their classes are named after the China clay pits which surround the village. However, the headteacher has sought opportunities to widen pupils' horizons. All teachers plan events that extend the school's curriculum. For example, pupils have sailing lessons where they learn about sea safety as well as gaining qualifications. Pupils visit the local airport to learn about space.

Pupils enjoy their lessons and try hard. Teachers want pupils to do well. However, pupils are not learning all that they should, because the curriculum is not well planned. It does not always include essential learning. In addition, some pupils do not read well enough.

Pupils and children in the early years behave very well in lessons. In the playground, older pupils play well with younger ones and teach them new games. Pupils say that even if friends fall out, they are usually still kind. Pupils and their parents believe bullying does not happen at this school. Staff and parents praise the work of leaders to keep the school operating safely during the COVID-19 (coronavirus) pandemic.

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

The curriculum is not well structured. There is too much variability in the quality of the curriculum across subjects and year groups. Subject leaders do not guide teachers on what to teach and when. As a result, leaders do not know what content is being taught in their subject or if it is taught at the right time. This means pupils do not always learn or remember important knowledge.

Pupils' knowledge has not been built securely over time. Although pupils in Year 3, can remember what they learned in science in key stage 1, older pupils struggle to

remember essential knowledge, such as how plants disperse seeds and how sound is produced through vibration. Pupils' knowledge of how to work scientifically is not well planned.

The school has recently introduced a more rigorous approach to teaching phonics. Staff teach phonics accurately. Children in the early years and pupils in key stage 1 get off to a good start in learning to read. Pupils' books are well matched to their abilities. In all classes pupils are introduced to high-quality children's literature. In the early years, children are learning about the world through reading 'Everywhere Bear'. Pupils across the school regularly read books from the library.

However, in key stage 2 the reading programme is less effective. A high proportion of pupils do not read well enough. Some of these are pupils with special educational needs and/or disabilities (SEND), some are disadvantaged. Teachers have not assessed reading precisely enough to identify the help pupils need. The extra help they do have is not well matched to what they need to learn next, so they are not catching up quickly enough.

Many children start school with weak language development. Leaders have introduced strategies, such as the 'word of the week', to improve pupils' vocabulary. However, this approach is not having the impact leaders intend. In English and science, pupils do not have a secure knowledge of subject vocabulary. Teachers do not take this into account sufficiently when they plan their teaching. In lessons, they do not check pupils' understanding well enough. Pupils then struggle to start or complete their tasks.

The curriculum for mathematics is well planned. From the early years to Year 6, teachers explain the subject clearly. Children in the early years already have age-appropriate knowledge of number and shape. Pupils, including those with SEND, are gaining mathematical knowledge securely.

The school helps pupils to understand and respect different cultures and lifestyles. Pupils learn about how decisions they make will influence their future careers. Older pupils take their responsibilities as prefects seriously. The SMART school council is ensuring that, as one pupil said, 'Everyone has a voice.' Pupils compete in sport. Clubs help them develop new hobbies and interests.

The headteacher is well supported by staff to make improvements. Staff morale is high. Recent changes to assessment practice have reduced teachers' workload.

In discussion with the headteacher, the inspector agreed that the structure and leadership of the curriculum, reading and the development of pupils' vocabulary may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Staff have had extensive training in safeguarding. They are aware of possible threats to pupils' safety and well-being. They are quick to spot when a pupil may be at risk. Staff

are confident to refer concerns using the school's online system. Records of concerns and the actions taken by leaders are detailed and well kept. The headteacher works closely with other agencies and seeks help promptly for pupils and families. Pupils feel safe in school.

Governors regularly check that safeguarding procedures are fit for purpose. The school ensures that all adults who work with pupils are safe to do so.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Subject leaders have not developed a structured and well-sequenced curriculum. Consequently, teachers are not clear about what they should be teaching and when, particularly in science and the foundation subjects. Subject leaders do not have clear oversight of their subject. As a result, pupils have gaps in their knowledge. Leaders need to support subject leaders to develop a better understanding of curriculum. This will help them to lead staff effectively to bring about improvements in the quality of education.
- A high proportion of pupils in key stage 2 do not have the reading fluency needed to follow the curriculum. Teachers do not check sufficiently that pupils can read and understand the content of the tasks and resources they give them. Pupils then struggle to begin or complete their work. Many of these pupils are disadvantaged and/or are pupils with SEND. Teachers should assess and teach more precisely what pupils need to learn next so that pupils catch up quickly.
- Leaders have identified that limitations in pupils' vocabulary are holding pupils back from gaining the knowledge they need in many subjects. Current strategies to improve vocabulary are too limited. Leaders need to develop a systematic approach to developing pupils' vocabulary. This will help pupils to understand subject-specific vocabulary and written instructions in the tasks they are given.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 17 and 18 May 2016.

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	111899
Local authority	Cornwall
Inspection number	10199771
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	156
Appropriate authority	The governing body
Chair of governing body	Lee Watts
Headteacher	Matthew Nicholls
Website	www.nanpean.cornwall.sch.uk
Dates of previous inspection	17 and 18 May 2016, under section 5 of the Education Act 2005

Information about this school

- The headteacher joined the school in 2019.
- The proportion of pupils with special educational needs is higher than at the previous inspection. It is double the national average.

Information about this inspection

- 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.
- The inspector met with the headteacher and other members of the senior leadership team, including the special education needs coordinator and subject leaders. The inspector met with members of the local governing body. She held a telephone conversation with a representative from the local authority.
- The inspector did deep dives in these subjects: reading, science and mathematics. For each deep dive, she met with subject leaders, looked at curriculum plans, visited a sample of lessons and spoke to teachers. The inspector spoke to pupils about their learning and looked at samples of pupils' work.

- The inspector looked at the school's curriculum plans and spoke to leaders about other subjects, particularly history.
- The inspector reviewed the safeguarding arrangements for the school. She held discussions with leaders, governors and staff. She reviewed documentation, including policies and records of training. The inspector asked pupils for their views of behaviour and bullying. She observed behaviour at lunchtime.
- The inspector considered the responses to Ofsted's online survey, Parent View, and the views of staff and pupils in Ofsted's online surveys.

Inspection team

Wendy Marriott, lead inspector

Ofsted Inspector

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