

Inspection of a good school: Perran-Ar-Worthal Community Primary School

School Hill, Perranwell Station, Truro, Cornwall TR3 7LA

Inspection dates: 22 and 23 June 2022

Outcome

Perran-Ar-Worthal Community Primary School continues to be a good school.

What is it like to attend this school?

Perran-Ar-Worthal Primary School is a happy, thriving school. Pupils come into school with a smile, keen to learn and enthusiastic about the day ahead. Pupils behave very well. They are polite, respectful and care for each other. They know that staff will not tolerate bullying and quickly sort out any problems.

Leaders and staff are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils work hard in class. They listen carefully to their teachers and work well with their classmates. Pupils enjoy the broad range of learning that their teachers provide.

Leaders promote pupils' personal development well. On 'Fabulous Fridays', pupils have the chance to learn new skills and be challenged by new experiences, such as cooking and learning Mandarin. Staff encourage pupils to consider their well-being and learn how to look after themselves, physically and emotionally.

Staff value the strong relationships they have with the pupils, their families and each other. Parents and carers are overwhelmingly positive about the school. As one parent said, 'this is the kind of school you dream of your children attending where they are valued and cared for by the staff as if they were their own.'

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

Leaders have planned a broad and balanced curriculum that begins in the early years foundation stage. They have ensured that the curriculum is ambitious for all pupils. Subject leaders organise the curriculum to help pupils build their knowledge and skills over time. Curriculum thinking identifies the important knowledge that pupils should learn and remember. Teachers use this information to design learning that builds on what pupils already know. Teachers use a range of assessment techniques effectively to check pupils' understanding. Pupils, including those with SEND, engage well in lessons. They are eager to do their best and are proud of their work. Pupils talk with confidence about their

learning. However, teachers do not always ensure that work is sufficiently demanding for the most able pupils in some subjects.

Children get off to a good start in the Reception Year. Leaders have developed the outside learning space to provide children with resources that support their development. Teachers help children to improve their communication skills quickly. Staff help pupils try new things and talk about what they are learning. Children work well together.

Staff identify pupils with SEND quickly. Leaders ensure that these pupils follow the full curriculum. They regularly check how successfully pupils take part in the curriculum. Leaders communicate well with parents. They work well with external agencies to get pupils the right support where appropriate.

Staff teach early reading consistently well. Leaders have introduced a new approach to teaching phonics. This sets out precisely what pupils should know at different points in their learning. Leaders have trained all staff to deliver the programme. Teachers regularly check to make sure that pupils are keeping up with the programme. Pupils who fall behind receive additional support until they catch up.

Pupils regularly read in lessons and in their own time. Leaders make sure that pupils experience a wide range of authors and genres. Pupils happily talk about the books they read and describe the pleasure they take in reading. In addition, teachers read daily to pupils. This reflects the importance leaders attach to encouraging a love of reading in pupils.

Pupils' personal development lies at the heart of the school's work. Leaders and staff are passionate about helping pupils become confident, resilient young people. Pupils have many opportunities to learn beyond the classroom. Staff encourage pupils to eat healthily, keep fit and look after their mental health. Pupils know that staff value their views. Staff promote equality of opportunity and diversity effectively.

Pupils behave well throughout the day. They listen to the adults looking after them and are polite and friendly. This means that behaviour issues rarely disrupt learning. Strong relationships between staff and pupils are evident. Members of staff model respect well. The school is a calm, orderly and happy place in which to play and learn.

Staff are unanimous in their appreciation of the headteacher's concern for their well-being. Staff feel that leaders listen to their views. Staff also appreciate decisions that leaders make to manage their workload. Governors are knowledgeable about leaders' priorities. They support and challenge leaders in their work to make further improvements.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong safeguarding culture. Staff receive regular training and know the procedure for reporting concerns. They are vigilant and well placed to recognise

the signs that a pupil may be at risk. The safeguarding team diligently follow up on concerns raised by staff.

Safeguarding records are rigorous. Leaders and governors check the suitability of staff to ensure that they are safe to work with children.

The curriculum helps pupils to learn how to keep safe. It includes teaching pupils about positive behaviours and relationships in ways that are appropriate to their age.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not always provide work that challenges the most able pupils. This limits the opportunity for pupils to deepen their learning. Leaders should ensure that teachers plan work that is well matched to the needs of all pupils in all curriculum areas.

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 second section 8 inspection since we judged the school to be good in October 2012.

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	111863
Local authority	Cornwall
Inspection number	10227057
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	167
Appropriate authority	The governing body
Chair of governing body	Valerie Royston
Headteacher	Rachel Heffer
Website	www.perran-ar-worthal.eschools.co.uk
Date of previous inspection	21 February 2017, under section 8 of the Education Act 2005

Information about this school

- Since the last inspection, a new chair of governors has been appointed.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.
- The inspector met with the headteacher, deputy headteacher, assistant headteacher and special educational needs coordinator. The inspector also held an online meeting with a group of governors.
- The inspector had a telephone conversation with a representative of the local authority.
- The inspector carried out deep dives in these subjects: reading, mathematics, and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector looked at the single central record and spoke with the designated safeguarding leader, governors, staff and pupils about safeguarding culture and practice in the school.
- The inspector considered responses to Ofsted's online questionnaire, Parent View, including free-text responses. In addition, the inspector considered responses to Ofsted's staff survey.

Inspection team

Mark Burgess, lead inspector

Ofsted Inspector

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