

# Inspection of South Petherwin Community Primary School

South Petherwin, Launceston, Cornwall PL15 7LE

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Inspection dates: 28 and 29 March 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

South Petherwin is a welcoming and inclusive school. Pupils and staff are proud to be part of the school. Pupils enjoy coming to school and they attend regularly.

Pupils say that everyone is kind and caring. They enjoy playtimes because pupils behave well. Pupils understand what bullying is. They say it rarely happens in school. Pupils are confident that adults deal effectively with rare incidents of poor behaviour or bullying. Pupils feel safe in school.

Teachers have high expectations of pupils. Pupils respond well. Pupils enjoy learning and work well in lessons. They follow the school's '3-diamond rules'. Pupils try hard to earn tokens for their house teams. Staff place a strong focus on rewarding positive behaviour and effort. Pupils value the rewards they receive.

Parents are overwhelmingly positive about all aspects of the school. One parent's comment reflected the views of many, 'the school is a community where everyone is part of a team. It's such a wonderful caring environment.'

Parents appreciate the school's strong focus on the wider development of pupils. Pupils enjoy a wide range of extra-curricular activities, such as football, netball and art clubs. Pupils value taking on responsibilities, such as being a member of the school council.

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

Leaders and staff are ambitious for all pupils. Their ambitions are reflected in the school motto of 'learning today to change tomorrow'. Leaders have developed a broad and ambitious curriculum, which reflects their local area, its history and traditions. They have prioritised the development of early reading and mathematics. As a result, the curriculum is well planned and sequenced in these subjects. However, leaders have not yet developed well-structured curriculums in all subjects. For example, in history, leaders have not identified the most important knowledge that they want pupils to learn and remember. As a result, pupils do not learn as well as they could.

Pupils enjoy reading. Pupils in key stage 2 particularly appreciate the high-quality books in the school's library. Children begin to learn phonics as soon as they start school. If they fall behind, they receive high-quality support to help them to catch up. The books pupils read match the sounds they know. They rapidly learn to read fluently and with confidence.

Children start to learn mathematics straight away in the early years. The curriculum is broken down into small steps, so that pupils can build on what they have learned before. Teaching provides sufficient time for pupils to practise mathematics, which helps them to remember key number facts and methods. Pupils develop secure strategies to help them to solve mathematical problems.

Teachers are knowledgeable about the subjects they teach. They plan learning that helps pupils build on their prior knowledge. Occasionally, some learning activities do not develop pupils' skills and knowledge effectively. Teachers regularly check pupils' learning. They identify pupils' misconceptions quickly and help them if they do not understand. However, where the curriculum is not as well developed, staff do not address pupils' misunderstanding effectively.

Leaders are ambitious about what pupils with special educational needs and/or disabilities (SEND) can achieve. Leaders ensure that pupils learn the whole curriculum. Parents value highly the support their children receive. The individual plans of pupils with SEND are precise and reviewed regularly.

Children get off to a good start when they join the school. They settle in quickly. Staff teach them to be kind, share and take turns very well. Children enjoy learning from well-chosen and engaging books.

Pupils behave well in lessons. They take pride in their work and try to do their best. They say their teachers encourage them to find a solution if they get stuck. Pupils in Year 6 are taught to be resilient to help them when they move on to secondary school.

Pupils enjoy a range of activities and trips, which support their personal development. Pupils learn how to be responsible, respectful and active citizens. For example, by fundraising to support charities. Pupils understand the importance of being tolerant of the views of others. They understand how to develop healthy and caring friendships.

Staff value highly the support they receive from senior leaders, who prioritise their continuing professional development. Leaders help staff to manage their workload.

Governors are supportive of the school. They have a wealth of experience and skills. There are, however, gaps in their knowledge about the school. As a result, they do not always challenge and support leaders well enough.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff receive up-to-date training. As a result, staff know how to identify concerns and how to report them. Leaders know their families well and work with external agencies to obtain swift and effective support for them.

Leaders carry out the appropriate checks on the suitability of staff who work in the school.

Pupils know how to keep themselves safe when they are not in school and when they are using mobile technology. For example, they understand that they should not respond to requests for their personal details or their passwords.

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

### (Information for the school and appropriate authority)

- In some subjects, leaders have not defined the essential knowledge and skills they want pupils to learn and remember. As a result, pupils do not always build on what they have learned before. They do not learn as well as they could. Leaders need to identify the most important knowledge and skills that pupils must learn across all subjects.
- Governors' systems for gathering information about the school are not comprehensive enough. This means that they cannot challenge and support leaders sufficiently well when needed. Governors need to secure their knowledge of the school's areas for development to provide a clear vision and strategy.

## 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.

## 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

<b>Unique reference number</b>	111947
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10228000
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	114
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Caroline Franklin
<b>Headteacher</b>	Theresa Mills
<b>Website</b>	<a href="http://www.south-petherwin.cornwall.sch.uk">www.south-petherwin.cornwall.sch.uk</a>
<b>Date of previous inspection</b>	7 March 2017, under section 8 of the Education Act 2005

## Information about this school

- South Petherwin Community Primary School is part of the Launceston Rural Learning Trust.
- South Petherwin Pre-School became part of the school in January 2023.
- The school has provision for two-year olds.
- This is a smaller-than-average sized primary school. Pupils are organised into five classes.
- There is provision for childcare before and after school.
- The school does not use alternative provision.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, the local governing body, including the chair of governors and a representative of the local authority.
- Deep dives were conducted in early reading, mathematics and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers and talked to some pupils about their learning. Aspects of the school's curriculum for geography and art were also sampled.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- The school's provision for SEND was evaluated. This included visiting lessons and sampling pupils' personal learning plans.
- Pupils' behaviour was observed at various times of the day, including in lessons, around school and at lunchtime. The school's records on behaviour were also considered. Inspectors spoke to pupils to discuss their views about the school.
- The lead inspector met with the designated safeguarding lead and scrutinised the school's single central record.
- The views of parents were considered through the responses to Ofsted's online survey, Parent View, and by meeting parents during the inspection. Inspectors also considered the views of pupils and staff to Ofsted's online surveys.

### **Inspection team**

Claire Baillie, lead inspector

Ofsted Inspector

Bradley Murray

Ofsted Inspector

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