



# Nansloe Community Primary School

## Inspection Report

---

**Unique Reference Number** 111832  
**Local Authority** Cornwall  
**Inspection number** 289067  
**Inspection date** 2 March 2007  
**Reporting inspector** Margaret Hulme

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<b>Type of school</b>	Primary	<b>School address</b>	Bulwark Road
<b>School category</b>	Community		Helston
<b>Age range of pupils</b>	3–11		TR13 8JF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01326 572966
<b>Number on roll (school)</b>	181	<b>Fax number</b>	01326 572966
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Richard Thomas
		<b>Headteacher</b>	Suzanne Trythall
<b>Date of previous school inspection</b>	1 June 2002		

---

<b>Age group</b> 3–11	<b>Inspection date</b> 2 March 2007	<b>Inspection number</b> 289067
--------------------------	--	------------------------------------

---

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This smaller than average sized primary school takes pupils from housing estates nearby that include a significant proportion of families serving the nearby base of RNAS Culdrose. Although the number of naval families is gradually decreasing there remains a high turnover of pupils. A significant proportion of pupils do not attend the school continuously between Years 2 and 6 and there are considerable fluctuations in the numbers of pupils in each year group. The area is one with social and economic deprivation. Most pupils are White British but pupils who speak English as an additional language are on the increase, particularly Russian, Bengali and Lithuanian. About 55 pupils have learning difficulties and disabilities (30%) which is well above average. There have been some changes of staff since the last inspection, including the deputy headteacher.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school working in challenging circumstances that understands pupils' personal development and well-being are key to their success. It is doing well because leadership and management are good. The headteacher provides outstanding direction and great flexibility in adapting to the changing needs of the pupils. Good teamwork enables staff to deal effectively with areas identified for improvement. Good monitoring procedures do not yet provide enough time for the Foundation Stage leader to check teaching first hand.

Standards are broadly average and achievement is good. Despite generally low starting points, all pupils make good progress. After reaching above average standards in 2005 the results dipped a little in 2006 reflecting the proportion of pupils with learning difficulties and the turnover of pupils who had insufficient time to catch up. Pupils' personal development and well-being are outstanding. Behaviour is exemplary overall. Although some pupils can be quite difficult they are handled exceptionally well by staff. Pupils enjoy school tremendously. The aspect of healthy living is outstanding and the school's success has been recognised with awards. The extent to which pupils make a contribution to the community is exemplary. Some pupils are not good at attending or come late. The school's efforts to improve this are beginning to pay off as the attendance rate is now in line with the national average.

The good teaching underpins good progress. Teachers create a stimulating place for pupils to learn and plan activities that maintain their interest. They know that respect for pupils is the key to their willingness to persevere. There are examples of very informative marking, but this is variable. Some comments, although supportive and encouraging, are not clear enough about how to improve work. A good curriculum to inspire and stir up pupils is making learning irresistible. The good provision for the Foundation Stage entices children to take part so they achieve well. However, the school knows that a challenging and stimulating outdoor area is needed for the Reception children so that their provision is as good as that for the Nursery. The expected building of a children's centre on the school site has held up this development. The outstanding quality of care, guidance and support stems from very good contributions from staff. Safeguarding children is of paramount importance. Provision for pupils with learning difficulties and disabilities is particularly effective because equality of opportunity is promoted so well that all pupils achieve as well as they can. Academic guidance for pupils is sufficiently strong to ensure they make good progress.

### What the school should do to improve further

- Ensure consistency in marking so that pupils are crystal clear about what they have to do to improve their work.
- Improve the provision for the Foundation Stage by making time for first hand monitoring of the Nursery and providing Reception children with an appropriate outdoor area as soon as is reasonably practical.
- Work even more closely with parents to raise attendance so that the recent improvement is maintained and pupils can always achieve well.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good. Attainment on entry is below that expected when children start Nursery. A significant number have language and communication difficulties and lack social skills. They make good progress in Nursery and Reception but when they enter Year 1 some children are still working towards the skills needed to begin the National Curriculum. The school is working diligently and effectively to ensure writing standards improve just as much as reading and mathematics.

By Year 6 standards are broadly average. Standards have been above average but dipped a little in 2006 because a quarter of the pupils had learning difficulties and the high turnover of pupils often makes it difficult to catch up. The particularly effective support for pupils with learning difficulties or disabilities and for the more capable pupils results in their good progress too.

## **Personal development and well-being**

### **Grade: 1**

The exceptionally caring and supportive atmosphere provides a firm foundation for pupils' personal development and well-being, including their outstanding spiritual, moral, social and cultural development. No one can fail to notice the very happy relationships that exist, which are reflected in the trust pupils have in staff. Pupils enjoy being at school a lot. They talk enthusiastically about how good their school is and how the school council gives them a voice in school affairs. A parent commented, 'They are at the door, waiting to come to school because they really love everything'. Pupils work hard to please their teachers and constantly stress how interesting lessons are because learning is fun. They say they feel safe and that teachers sort out problems quickly.

Pupils know a lot about the importance of a healthy diet and regular exercise. They told the inspector they had been in the newspapers because they were the most active school in Cornwall. A high level of respect for one another ensures that pupils contribute much to the community. Their contributions are impressive and activities extend their knowledge of the wider world and prepare them well for future life. Attendance is satisfactory and improving.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good teaching results in effective learning and good achievement. Every class provides a stimulating place for pupils to learn. Well chosen displays trigger interest and pupils' work illustrates the good efforts they make. Pupils stated how much they love working with the teachers and this was reinforced by parents who said, 'The teachers know

their children well, they treat them as people, not numbers and respect goes both ways'. Teachers manage their classes so well that those who do have behavioural difficulties are kept constantly busy and do not disturb others. Some good marking comments help pupils understand how to improve their work but this effective practice is not always consistently applied. Consequently, some pupils are not crystal clear about what they can do to improve. Good assessment procedures and tracking of progress mean that teachers plan correctly for the next stage of learning. There is effective use of specialists in such subjects as music and pupils say they enjoy the subject greatly. Teaching assistants enable those with learning difficulties to make good progress. This is not the whole story because their contributions to subjects such as art result in pupils' work of a high standard.

## **Curriculum and other activities**

### **Grade: 2**

The good curriculum has some outstanding features that are making learning irresistible. Innovations, such as life skills, prepare pupils very well for future life. Parents and pupils regaled the inspector with examples of the many ways pupils extend skills which involve mixed age groups. Recently they had learned to work in a restaurant, including cooking. They talked enthusiastically about making a film; scripting, editing and acting in it. There is an exemplary range of additional learning opportunities and the excellent partnership the school has with other groups extends what the school can provide. A governor recalled how a pupil overcame a fear and took part in snorkelling which raised self-esteem and confidence. Opportunities such as 'circle time' when children discuss matters of importance to them, assemblies, topics and visits to places of interest, such as a local farm or the Eden Project, make a positive contribution to pupils' personal development. Provision for the Foundation Stage curriculum is good overall but Reception children lack the outdoor provision that is available for the Nursery. Pupils praised such improvements as the library resource and how information and communication technology (ICT) is so exciting.

## **Care, guidance and support**

### **Grade: 1**

The outstanding care, guidance and support are key aspects in pupils' good progress and personal development. The care of pupils is of paramount importance and safeguarding procedures are suitably robust. Extremely effective provision for pupils with learning difficulties and disabilities is a strength because the school promotes equality of opportunity so well that all pupils achieve as well as they can. The school has developed outstanding links with external medical, psychological and social services. The swift identification of difficulties and very effective waves of intervention ensure that help is directed to those pupils with the greatest needs. Academic guidance is good overall, ensuring pupils make good progress, but there are occasional inconsistencies in marking.

Individual attainment targets, a revised homework policy and guidance leaflets on how parents can help their children at home are succeeding in enabling parents to make a

positive contribution to their children's achievement. Family learning about literacy, mathematics and ICT helps parents understand how their children are taught and how they can best help them at home.

## **Leadership and management**

### **Grade: 2**

Good leadership and management stem from a strong and dedicated headteacher who leads the staff team very successfully and responds extremely well to pupils' needs. The deputy headteacher brings a lively enthusiasm to his leadership work and has set the school alight with his innovative ICT work. The leadership of the special educational needs coordinator provides exemplary support and guidance for staff and has been instrumental in pupils with learning difficulties and disabilities achieving as well they do. Procedures for monitoring and evaluation are good, reflecting effective teamwork. However, the Foundation Stage leader has limited time to observe the Nursery first hand.

Self-evaluation is good. The school knows itself well but its evaluation is occasionally too modest reflecting its concern that it must not be complacent. Governors discharge their responsibilities well. They check on progress by visiting classes, watching teachers at work, and talking to pupils. They have had to make some difficult decisions but despite fluctuating numbers have managed to maintain small classes, which has been essential in meeting the needs of those with additional learning needs. The school's recent track record illustrates its good capacity to improve further.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
---	-----------------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for the very warm welcome you gave me when I inspected your school. You are very lucky to go to such a good school and most of your parents agree. Here are just a few of the things I really liked about it:

- You have an outstanding headteacher who is always trying to make your school as good as possible. Your teachers and teaching assistants do their jobs well, work extremely hard and make you all feel included.
- Most of you behave exceptionally well and listen carefully to your teachers. I could see how much you enjoyed the activities, especially when younger ones were learning to multiply and older ones were engrossed in making butter after a visit to a farm.
- You work very hard and make good progress. I remember you told me that you like almost everything you do. Your personal development is excellent because all the adults look after you exceptionally well. You already know a lot about how to keep fit and healthy. You make an excellent contribution to the community because you so enjoy the responsibilities and have a lot of respect for other people.
- You have a good curriculum with some exciting activities that are making your learning irresistible. I loved hearing about the life skills programme and some parents told me about how you did all the tasks to make a film and more recently you learned how to cook and run a restaurant.

So that your school can do even better, the teachers are all going to check what they write in your books so it is crystal clear how you can improve your work. I have asked the headteacher to make a plan about improving the outdoor area for Reception children so they can have a space as good as the Nursery. Many of you come to school every day but some of you are away for holidays or are late. I know you are trying to improve your attendance and that it is getting better. You need to keep on working on your attendance and getting to school on time to make sure you learn as much as you can.