

Nanstallon Community Primary School

Inspection report

Unique Reference Number	111914
Local Authority	Cornwall
Inspection number	310726
Inspection date	4 June 2008
Reporting inspector	Alison Cartlidge

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	69
Appropriate authority	The governing body
Chair	Jacque Gammon
Headteacher	Peter Dingle
Date of previous school inspection	12 January 2004
School address	Nanstallon Bodmin PL30 5JZ
Telephone number	01208 831418
Fax number	01208 831418

Age group	4-11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The pupils come to this small primary school from the village of Nanstallon and the surrounding area. The proportion of pupils with learning difficulties is above average. The proportion eligible for free school meals is well below average.

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. Pupils of all abilities achieve well because their behaviour is outstanding and members of staff provide them with good care, guidance and support. Children make a good start in the Reception class because provision here is good. Effective teaching between Years 1 and 6 enables pupils to continue to make good progress. However, progress dips slightly in Year 2, especially in reading. The school is working well to rectify this, and is providing training to increase teachers' knowledge about how to develop pupils' reading skills. Standards are above average by the end of Year 6. Well-trained teaching assistants provide valuable support for small groups of pupils, including those with learning difficulties, enabling them to make good progress in all classes.

Pupils thoroughly enjoy school and say that teachers help them to 'have a go' and provide them with work that is 'just right'. Pupils thrive at this school and learn to take responsibility sensibly, for example, in their roles as monitors and school councillors.

Throughout the school, enthusiastic teachers have good relationships with the pupils. Their positive management of behaviour successfully helps pupils to become articulate and confident and to feel free from oppressive behaviour. The good curriculum provides interesting additional activities such as clubs and visits and supports pupils well in learning good life skills such as how to stay healthy. Whilst good academic guidance and support help pupils to make good progress, teachers do not consistently ensure that their marking shows pupils how to improve their work. Nor do they always ensure that advice given is heeded. When this happens, pupils do not rectify errors quickly enough. Pupils' good basic skills and social development equip them well for life.

Leadership and management are good. The senior management team analyses pupils' progress thoroughly and has a firm grasp of how to improve the school. All members of staff and governors are fully committed to ensuring the best for all pupils. The new subject leaders are developing their roles well. However, they have not yet had the opportunity to monitor teaching and learning themselves to help ensure consistent good practice across the school. The school responds swiftly to dips in attainment and is successful in improving writing standards. Most parents are delighted that their children come to this friendly school. They make positive comments such as, 'I would highly recommend the school to anyone' and 'We chose Nanstallon School because of the warm, friendly atmosphere'. These comments accurately reflect what this school does really well.

Effectiveness of the Foundation Stage

Grade: 2

Children learn quickly in their Reception Year because lessons are interesting. They make especially good progress in speaking and listening, and in learning about health and safety, because members of staff promote these skills particularly well throughout the school day. When children transfer to Year 1, standards are slightly above average overall. Good teaching and a practical curriculum ensure that children enjoy school and settle well into routines. For example, children enjoy discussing props for their mini dramas and taking part in role-play activities. The cramped classroom and outdoor area limits the activities available at any one time and restricts the children's independence in making choices about their learning. The school has good plans to increase the available space and to provide child-friendly storage by

making the outdoor area accessible during all weathers. Provision is led and managed well. Senior leaders review assessment information and use it well to plan a curriculum that supports good learning. The school has identified the need to provide greater opportunities for monitoring teaching and learning. At present, there are not enough such opportunities.

What the school should do to improve further

- Ensure that pupils in Year 2 make the same good progress as other year groups, especially in reading.
- Make sure that teachers' marking always shows pupils how to improve their work and that pupils follow the advice they have been given.
- Provide greater opportunities for subject leaders to check and improve teaching and learning.

Achievement and standards

Grade: 2

Pupils achieve well. Most children's attainment is within the levels expected for their age when they start in the Reception Year. Children make good progress in the Reception class, and standards are slightly above average when they start in Year 1.

Standards by the end of Year 6 are above average. Whilst writing lags slightly behind reading, the school is successfully closing the gap between these aspects of English through various writing projects. Pupils make good progress overall between Years 1 and 6, although progress is not as rapid in reading in Year 2.

Good support for pupils with learning difficulties helps these pupils to make good progress. The school sets and achieves challenging targets, particularly for the end of Year 6.

Personal development and well-being

Grade: 2

Good relationships between members of staff and pupils underpin the pupils' thorough enjoyment of school. This, and their good attitudes and exemplary behaviour, contribute greatly to their learning. Pupils say that bullying is not a problem and that adults deal with any inappropriate behaviour quickly and fairly. Good progress in spiritual, moral and social development enables pupils to appreciate and celebrate the needs and achievements of others. Pupils show good consideration for each other, right from the time they start in the Reception class. The school is taking positive steps towards increasing the pupils' satisfactory awareness of life in a multicultural society.

Pupils contribute well to the school and local community, including through the successful school council. They raise funds for charity and take part in improving provision at the school. They were recently involved in improving the toilets and in setting up 'worry boxes' for pupils to express their concerns in confidence. Pupils follow their own school logo by 'working well together'. Along with their good basic skills, this prepares them well for the next stage of their education, and for the world of work. They demonstrate a good understanding of how to lead a safe and healthy life by eating healthy snacks and taking part in 'shake and wake' activities. Attendance is only satisfactory because several families choose to take term time holidays, despite the school's efforts to discourage them from doing so.

Quality of provision

Teaching and learning

Grade: 2

The calm and purposeful learning atmosphere that teachers create for the pupils contributes greatly to their good progress. Teachers plan well for pupils' differing needs, including for those with learning difficulties. They use information and communication technology (ICT) well to engage the pupils' interest and extend their learning. For example, in the Reception and Year 1 class, pupils enjoyed discussing the photographs of their role-play about pirates. Clear explanations at the start of lessons enable pupils to get on with their work quickly and to make rapid progress. Teachers ask probing questions to encourage pupils to think about what they are learning. Skilful teaching assistants have a good impact on learning, although there are occasions when they could become more involved at the start of lessons.

Overall, teachers have a good knowledge of the subjects they teach. However, those teaching Year 2 have limited experience of teaching younger pupils how to read. Whilst pupils are increasingly involved in evaluating their own performance, the quality of teachers' written marking between Years 1 and 6 is not consistently good enough to show pupils how they can improve.

Curriculum and other activities

Grade: 2

The broad and interesting curriculum meets the needs of all groups of learners well, including those with learning difficulties. Members of staff use intervention strategies effectively to support pupils who find certain subjects difficult. There are good opportunities for pupils to extend their numeracy, literacy, and ICT skills in other subjects. For example, in Years 5 and 6 pupils made puppets and shields in design and technology to support their retelling of Greek myths. However, in Year 2 science there are some missed opportunities for pupils to write independently.

A good range of visits, visitors and clubs enhances pupils' enjoyment of learning. Clubs such as gardening and dance help pupils to learn how to stay healthy. A comprehensive programme for personal development enables pupils to have a good awareness of how to stay safe and well.

Care, guidance and support

Grade: 2

Parents and pupils are right to be pleased with the good quality of care provided by the school. As one parent wrote, 'My child has developed from being shy and sensitive into someone who is confident and willing to have a go.'

Pupils feel safe and are confident that teachers will respond quickly to any problems. There are effective procedures to support pupils when they first start school and arrangements for safeguarding pupils are robust. Good links with outside agencies and good contact with parents enable members of staff to support pupils with learning difficulties successfully.

There are good procedures to assess pupils' progress and pupils with learning difficulties have their needs identified and supported swiftly. Pupils are becoming increasingly involved in

monitoring their own performance and know their targets, although teachers do not always ensure that they act on written advice quickly.

Leadership and management

Grade: 2

The headteacher, senior leaders and governors are working together well. They have a shared understanding of what they should do next to improve the school further. The school's systems for self-evaluation are good and subject leaders are becoming increasingly involved in this process. The school has identified correctly the need for subject leaders to check teaching and learning at first hand. The school shows that it has a good capacity to improve because teaching and pupils' progress have improved since the last inspection and, more recently, strategies to improve pupils' writing are having a positive impact in raising attainment.

Governance is good. Governors are well informed and monitor and challenge the school well. They carry out their responsibilities diligently and are keen to attend training to fill any gaps in their knowledge.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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

5 June 2008

Dear Pupils

Inspection of Nanstallon Community Primary School, Bodmin PL30 5JZ

Thank you for welcoming us to your school and for sharing your work with us. Your school provides you with a good education.

Here are some points about your school

- You make good progress and reach above average standards by the end of Year 6, but those of you in Year 2 could learn more quickly, especially in reading.
- Children in the Reception class settle well and make good progress, especially in speaking and listening.
- You all behave exceptionally well, help each other and know how to stay healthy.
- You take responsibility well. The school council is doing a good job in helping the school to run smoothly and we like your new school logo.
- Teaching is good. Teachers work hard to make learning interesting for you.
- You study a good range of interesting topics, including plenty of ICT.
- The adults in the school care for you well and help you when you are finding your work hard.
- Your headteacher, other teachers and governors know how to make your school even better.

What we have asked your school to do now

- Help pupils in Year 2 to make the same good progress as other year groups, especially in reading.
- Make sure that teachers' marking shows you how to improve your work and that you follow the advice you have been given.
- Provide greater opportunities for subject leaders to check that you are learning well in all subjects.

What you can do to help your teachers

- Make sure that you read and act upon advice on how to make your work better.

We thoroughly enjoyed talking with you about your work and watching you learn. We are glad that you enjoy coming to this friendly school and wish you well for the future.

- Yours sincerely
- Alison Cartlidge Lead inspector