

Perranporth Community Primary School

Inspection report

Unique Reference Number	111876
Local Authority	Cornwall
Inspection number	325482
Inspection dates	1–2 July 2009
Reporting inspector	David Edwards HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	146
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Andrew Bown
Headteacher	Liz Martin
Date of previous school inspection	23 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Liskey Hill Perranporth TR6 0EU
Telephone number	01872 572021

Age group	4–11
Inspection dates	1–2 July 2009
Inspection number	325482

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

This is a smaller than average primary school serving the village of Perranporth on the north coast of Cornwall. Almost all pupils are of White British heritage. The proportion of pupils eligible for free school meals is in line with the national average. The percentage of pupils with learning difficulties and/or disabilities is above the national average. Of these, the majority have behavioural, emotional and social needs. The school has an independently managed pre-school on its site from which most children transfer to the Reception class to complete the Early Years Foundation Stage. In September 2009, a purpose built children's centre will be opened on site.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Perranporth Community Primary School is a good and improving school where pupils of all abilities are enabled to make good progress in their learning. The vast majority of parents who returned the recent Ofsted questionnaire are supportive of the school. One parent summed up their views by writing: 'Perranporth School continues to go from strength to strength. Parents and pupils have opportunities to continue to shape and develop the school. The children are confident, happy and active.' At the heart of this successful school is a highly motivated and resourceful headteacher who, with the support of staff and governors, is effectively driving through improvements that focus on raising pupils' standards and levels of achievement. Most noticeable has been the significant work carried out since the last inspection to introduce and strengthen strategies to support pupils' academic progress. Teachers now take full responsibility for monitoring and recording pupils' progress. They use assessment outcomes effectively to inform their lesson planning and guide pupils during lessons. The marking of pupils' work is characterised by supportive comments that encourage pupils to take growing responsibility for their learning. As a result, pupils know what they need to do next to improve their work. The inclusion of all learners is central to the headteacher's vision for the school and is effective in removing barriers to learning. Limited resources have been assiduously used and extended services utilised appropriately to enhance learning provision. A whole-school focus on developing a more creative curriculum that meets the needs of all pupils has also been introduced with positive effect. By linking subjects together, often through a topic approach, pupils' achievements and enjoyment have been enhanced. Not surprisingly, pupils' behaviour is good and attendance is now above average when compared with similar schools. The school parliament plays an active part on the life of the school and pupils' views are listened to and taken seriously by leaders. Pupils have good reading and basic numeracy skills which prepare them well for their futures.

In the past, there have been variations in the rates of pupils' progress at different ages. A pattern of good progress in the Early Years Foundation Stage, from often very low starting points, was followed by slower overall progress in Years 1 to 5 and then a speeding up in Year 6. The result was low standards for pupils by the end of Key Stage 2. Following an intensive programme of training to raise teachers' expectations, develop the curriculum, and improve assessment procedures, progress in Key Stages 1 and 2 is now consistently good for the majority of pupils. Standards are much higher as a result and are now broadly average overall and higher than this in some areas. The impact of the improved attention to promoting continuous progress has been particularly noticeable in the significant gains that many pupils have made in their mathematical as well as personal development. In addition, the improved monitoring of pupils' progress has also ensured more pupils, and particularly those identified as being more able, have successfully achieved their challenging targets for 2009. This represents good achievement overall. However, the current system does not allow sufficient accuracy in tracking the progress of individual pupils so that teachers can plan lessons that give pupils every chance to reach higher standards.

Governors are supportive and make regular visits to monitor the work of the school. They are kept well informed by the headteacher which enables them to hold the school effectively to account. A recent audit for community cohesion has been carried out and an action plan set. However, although pupils currently have a good understanding and contribute well to their local community, their understanding of Britain as a diverse society is undeveloped. Effective

partnerships have been established with other agencies to strengthen the provision of the school and promote pupils' well-being. The school's track record of development since the last inspection shows that it has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Most children enter the Reception class with levels of skills and aptitudes that are much lower than those expected for their age, particularly for writing, personal, social and emotional development. However, because of good communication with the pre-school and effective liaison with parents, children settle quickly and happily to their learning. The strong focus on children's welfare ensures that the learning needs of children are quickly identified and provided for. As a result, children feel safe and thrive, often making good progress towards achieving their early learning goals. For example, following effective questioning by the teacher, children were able to empathise with how visiting children joining them for a teddy bears' picnic might be feeling. They demonstrated good developing mathematical skills in counting while making dough buns. Significant investment has been targeted towards enhancing the learning environment, particularly the outdoor area. This provision now allows greater free-flow movement for children which contributes to their growing independence. Managers are aware that further work is still required in relation to the outdoor area and plans are in place for this to be completed at the end of the summer term.

Good leadership and effective management ensure carefully planned and purposeful learning activities maintain children's skills development. Teaching assistants work closely with teachers to support children and use thorough assessment and tracking procedures to monitor their progress. As a result, most children, by the time they leave the Reception class, are well prepared to meet the challenges of Key Stage 1.

What the school should do to improve further

- Ensure the monitoring of progress focuses sharply on how well each individual pupil is doing in order to more effectively plan lessons that promote high achievement.
- Develop pupils' understanding of Britain as a diverse society.

Achievement and standards

Grade: 2

In the past, the good progress evident through the Early Years Foundation Stage had not been maintained within Key Stage 1. As a result, standards by the end of Year 2 were well below the national average in reading, writing and mathematics. Improved teaching and learning and the introduction of robust monitoring of pupils' progress at Key Stage 1 is now ensuring pupils make good progress. Standards, as reflected in the most recent assessments, are now in line with the national average for reading, writing and mathematics. There has also been significant improvement in the rates of progress for more able pupils, particularly in writing and mathematics.

The impact of this improved attention to pupils' progress is particularly noticeable at Key Stage 2 where older pupils in particular have made significant gains in their overall mathematical achievement. Although the most recent unvalidated results for Key Stage 2 indicate standards are broadly average, an increasing number of pupils have made accelerated progress with more

able pupils achieving particularly well in English and science. This indicates good overall achievement.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral and social development, are good. Spiritual and social development, for example, is supported through regular assemblies and involvement in community festivals. Although pupils' regional cultural awareness is strong, their understanding of the wider British community is not developed to the same extent.

Attendance is good, with effective strategies in place to monitor absence. Pupils are developing a good sense of what it means to live a healthy lifestyle. They have a secure knowledge of right and wrong and are respectful to adults and one another within school. Pupils' behaviour in lessons is good which further enhances their learning. They feel safe in school and know who they can talk to if they are worried about anything.

Pupils say they enjoy their lessons and the wide variety of activities on offer through the curriculum. 'Teachers make learning fun!' was one typical comment made by a pupil. Opportunities for pupils to contribute to the community through raising money for charities and participating in competitions also contribute to their enjoyment.

Quality of provision

Teaching and learning

Grade: 2

Overall teaching is good with some that is outstanding. The focus on improving teaching and learning through training teachers and teaching assistants has been successful. In the best lessons, teachers' very good subject knowledge and high expectations of pupils are evident. Also, a thorough understanding of pupils' individual learning needs link well with stimulating activities to ensure pupils enjoy their learning and grow in confidence. As a result, many pupils make accelerated progress in their learning.

All lessons are well planned to challenge pupils of different abilities. There is a good balance between teachers talking and opportunities for pupils to contribute to discussions and work collaboratively or independently. Teachers check pupils' knowledge and understanding in lessons through effective questioning and provide regular opportunities for them to reflect on their learning. The thorough marking of pupils' work and assessment systems to measure pupils' progress are used by teachers effectively to plan for the next steps in learning. However, the school's current system for tracking pupils' progress does not offer sufficient accuracy of analysis of individual progress. This prevents teachers from even more effectively meeting individual learning needs to ensure progress accelerates and more pupils reach higher standards.

Curriculum and other activities

Grade: 2

The majority of pupils enjoy their learning and achieve well because they are well served by the curriculum. Teachers plan lessons together to ensure skills progression as pupils move up through the school with an appropriate focus on developing basic literacy and numeracy skills. A whole-school focus on developing a more creative approach to planning the curriculum using

the local environment wherever possible has been successful. For example, a recent topic on Victorians led pupils to discover their village once possessed a railway and station. After-school activities, such as choir, swimming and a wide variety of sporting opportunities, further enhance the curriculum and pupils' enjoyment. Plans to extend pupils' use of information and communication technology (ICT) throughout the curriculum have been identified for further development.

Care, guidance and support

Grade: 1

Pastoral care, guidance and support are outstanding. The school works well with other agencies to ensure all learners have every opportunity to succeed. At all levels, pupils' welfare is regarded as a high priority and this makes a significant contribution to their overall achievements. Very effective strategies are in place to support pupils' attendance, which is now good, and safeguarding arrangements meet all statutory requirements. Teaching assistants are well trained in providing for the wide range of pupils' needs. They work closely with teachers to provide very effective support for groups or individuals. As a result, growing numbers of pupils, especially those identified as more able or with learning difficulties and/or disabilities, make good progress towards achieving their targets.

A particular strength of the school is the increasing involvement of pupils in the marking of their own work, which is helping them to take more responsibility for their learning and reflect on what they need to do next.

Leadership and management

Grade: 2

The headteacher has established a culture of continuing improvement successfully focused on raising standards and achievement. She has worked determinedly to create a common sense of purpose amongst all staff. In particular, middle leaders now work successfully together focusing on raising pupils' all-round achievements. Good progress in implementing school improvement strategies has been accelerated because of the introduction of a more distributed leadership style in the past year, which has strengthened the school's capacity to improve.

Governors hold the school to good account because they possess an accurate understanding of its strengths and areas for development. They are well trained and are becoming increasingly involved in setting a more strategic direction for the school. The financial challenges of recent years are being effectively managed by governors to ensure the provision and deployment of resources remains focused on enhancing provision for all pupils.

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Annex A

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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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 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?	1

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 eliminated	2
How well does the school contribute to community cohesion?	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

3 July 2009

Dear Pupils

Inspection of Perranporth Community Primary School, Perranporth TR6 0EU

Many thanks for being so friendly when I visited your school recently. I was particularly impressed with how you are all making better progress in your lessons and with the ways you contribute to your school and the community. You gave me lots of helpful information and so I am writing to tell you what I found out. Many of you, along with your parents, told me how pleased you are with your school. You are right to think so, yours is a good school.

There are many reasons why you are doing well. Most importantly, your headteacher and staff lead the school well. From the moment you arrive in school, they keep good records on your development and progress, which they share effectively with you so you know how to improve in your work. Your teachers and all the other adults who work in the school do a good job in making sure you are safe and well looked after. They make sure that lessons are interesting and challenging for most of you and you say you enjoy coming to school. I was particularly impressed with the 'green car' project that some of the older pupils were building and delighted to see the school grounds so well used. You behave well, think about others and try your best in everything you do. In a mathematics lesson, I observed you showed good understanding of how to plot points on a map and calculate distance. You also told me how teachers' marking helps you to improve your work, which is why you make such good progress and achieve standards that are in line with national expectations by the end of Year 6.

Even though your school is good, your leaders are determined that it will get even better. To help them to achieve this, I have asked them to:

- Make sure the tracking system they have to monitor your progress is improved to focus more on how each one of you is doing. This will help them to meet your needs even better so you can achieve higher standards in your work.
- Help you to develop a greater understanding of the many different backgrounds of people in Britain today.

You can help too by making sure you always try your best in all you do.

Best wishes David Edwards

Her Majesty's Inspector