

# Kea Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	111861
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	337761
<b>Inspection dates</b>	6–7 July 2010
<b>Reporting inspector</b>	Alexander Baxter

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	208
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paula Wellings
<b>Headteacher</b>	Simon Marley
<b>Date of previous school inspection</b>	3 July 2007
<b>School address</b>	Kea Truro TR3 6AY
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 22 lessons and observed seven teachers. They also attended two assemblies, observed break and lunchtime activities, and held meetings with governors, staff, pupils and parents. They looked at plans and policies, records of assessments and the tracking of pupils' progress. The provision and planning for pupils with complex needs or who have special educational needs and/or disabilities were evaluated. In addition, questionnaires completed by 87 parents and carers, 101 pupils and 21 staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the consistency of teaching and learning, including the use of assessment, to make sure that pupils' differing needs are met effectively to enable them to make good progress
- the impact of the school's efforts to raise standards in English, especially by boys, and in mathematics
- the ability of leaders and managers, including the role of the two deputy headteachers, to bring continued improvement
- the school's promotion of community cohesion and the pupils' cultural understanding.

## Information about the school

The large majority of pupils at this village school are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is below average. Occasionally, there is a higher proportion than average of such pupils in individual year groups, most of whom have behavioural, emotional and social needs. Children join the Early Years Foundation Stage in a single Reception class. A privately run pre-school operates on the school site and shares some of the school's outdoor facilities. Amongst other awards, the school has gained Investor in People and Healthy Schools status. At the time of the inspection, most Year 6 pupils were taking part in transitional visits to the local comprehensive school.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Kea is a good school. It is also an improving school. Strengths in promoting the creative arts, pupils' enjoyment of school and in securing pupils' welfare and literacy skills are now accompanied by a determined effort to develop pupils' basic numeracy and scientific enquiry skills. Since the last inspection, when the school was also found to be good, the school has experienced a couple of years of instability in staffing, which constrained pupils' progress in some classes. The resulting dip in the Year 6 test results in 2009, especially in mathematics and science, re-focused the school's attention on developing pupils' basic skills. Over the past year, the capable headteacher has led a rigorous effort to make more effective use of staff expertise in the school and, with the support of the dedicated chair of governors, the expertise within the governing body. This unity of purpose, truly, reflects the school's Investor in People award. Strengthened procedures to monitor the effectiveness of the school and the development of an agreed teaching and learning and curriculum policy have also brought significant improvements. These include:

- good improvement on the issues identified in the last inspection, evident in the effective use of target setting and teachers' marking to show pupils how to improve, in a successful school council and the good work of subject coordinators
- strengthened contributions from senior managers, including the two deputy headteachers, and from governors, in checking provision and its impact on pupils' achievements
- good self-evaluation, which provides an accurate picture of the school's strengths and has consequently increased the school's ability to bring about improvement
- successful re-establishment of effective teaching and learning, pupils' good academic achievement and of the school's good capacity to sustain further improvements into the future.

As a result of these key developments, children make a good start in the Reception class and make good progress throughout the school. Pupils' attainment by the end of Year 6 is above average in English, science and information and communication technology (ICT). Many pupils, also, develop good skills in the creative arts and sport. Pupils' attainment in mathematics has also improved and is now average.

However, too many pupils, still, have difficulty in using and applying their number skills to solve problems. Across the school, pupils, clearly, feel happy and very safe. These outcomes are reflected in the pupils' excellent attendance and stem from an excellent range of extra-curricular activities. At times, though, pupils do not have sufficient opportunities to work independently through setting up and following their own lines of enquiry.

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

- Raise pupils' mathematical skills by the end of Year 6 so that the pupils develop greater proficiency in using and applying basic number facts and in devising their own strategies to solve problems.
- Improve the quality of teaching and learning over the next two terms by:
  - developing more opportunities for pupils to learn independently and to decide for themselves how they are going to find things out
  - reducing the amount of whole-class or large-group teaching and engaging pupils more quickly in practical learning tasks, matched to their abilities.

## Outcomes for individuals and groups of pupils

2

First-hand observations of learning, in all parts of the school, show that pupils achieve well and enjoy their work. This was evident in a lively English lesson in Year 2, where the teacher, through encouraging questioning, made supportive references to the pupils' targets and the specific objectives to extend pupils' understanding of poetry writing successfully. Similarly, the teacher and her assistant, in an ICT lesson in Year 4, supportively, reminded the pupils of the need to study a variety of paintings by Cornish Artists before choosing the best one to enrich their work on the sea. Strengthened monitoring and assessment procedures, now, mean that pupils' needs are identified at an early stage and ensure that pupils are included equally. Pupils with special educational needs and/or disabilities and others who are more able receive the additional attention needed to ensure that they achieve as well as their peers. The teachers' corporate focus on developing the pupils' basic literacy, numeracy and investigation skills has built on pupils' good writing skills, bridged previous gaps in number skills and lifted their attainment in science significantly this year. Boys' writing, in particular, has been lifted by the variety of interesting topic work, which includes for example, the Haiti disaster and the impact of the volcanic ash clouds from Iceland. However, not all pupils show the same skill in using their improving number skills to solve mathematical problems.

From generally expected, but occasionally varied and sometimes lower, skills on entry, pupils' respond well to good teaching and make good progress as they move through the school. By the end of Year 6, pupils' attainment is above average in speaking and listening, reading and writing and in science and ICT. Attainment is broadly average in mathematics and this reflects satisfactory progress.

Pupils care about each other and most behave very well and are sincerely interested in what other pupils have to say. 'Ours is a friendly school,' said one member of the school council, echoing the views of other pupils. A few pupils, sometimes, lose interest and disengage from learning in large-group or class discussions or become over-exuberant at play times. Even so, they respond quickly to the caring guidance they receive. Pupils take their responsibilities seriously and make valued contributions to the school through the school council, for example, by requesting and working for additional playground

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equipment. The pupils' generous contributions to local and wider communities, for example, to church and 'Sports Relief' appeals, reflect their good spiritual, moral, social and cultural development. Attendance has been well above average for several years and this reflects the pupils' love of school and their parents' and carers' support of the school's successful efforts to reduce the number of holidays taken in term time. By the time they leave, pupils' good academic and personal achievements prepare them well for the future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Renewed stability in staffing and more effective monitoring and support have improved the quality of teaching and learning over the past twelve months. The implementation of agreed intentions and strategies has also lifted the consistency of practice across the school. Typically, strengths include warm relationships, good management of pupils' behaviour, effective planning, good questioning and good use of talented teaching assistants, especially when providing one-to-one or additional group support or when supporting pupils in the ICT suite. Teachers, also, use assessment well to pitch learning

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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at the right levels for pupils' abilities and ages and give good guidance on how to improve in their marking. Their regular reference to agreed targets is a significant feature underpinning pupils' progress. It is readily seen in pupils' improving skills and in the steady list of targets they have achieved that are recorded in their books. At times, though, pupils spend too much time in large groups and do not have enough opportunity to work more independently through seeking ways of finding things out for themselves.

The high-quality pastoral care and frequent individual support provided by staff underpin the pupils' confident enjoyment of school. At times, the inclusive care given to pupils with very complex needs and to some with behavioural needs is exemplary. Other strong aspects of teaching include teachers' specialist subject knowledge in art, ICT, sport and music, which stimulate the pupils' commitment to learning. This was evident in a games lesson, when pupils fine-tuned their ball catching and throwing skills. Similarly good outcomes were seen as pupils made models and wrote poems about fish for their class 'aquarium'.

The school's good curriculum is enriched by an excellent range of extra-curricular clubs, residential and other visits and by a strong focus on the creative and performing arts. These include, for example, the Year 6 visit to the Isles of Scilly, other residential trips for pupils in Years 4 and 5 and the recent, much celebrated 'Kea Stone' production. The pupils' enthusiastic participation in such events reflects their enjoyment of school and their good adoption of healthy living, which is also seen in the school's Healthy School award. Literacy and ICT skills are well promoted across the school, but the pupils' numeracy and independent learning skills are not developed as effectively.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher's commitment to making the best use of the school's excellent facilities to promote pupils' learning and well-being is well supported by all staff. Together, the staff safeguard pupils' welfare extremely well and drive improvement effectively through a well-focused school development plan. The deputy headteachers and other senior coordinators are involved purposefully in checking pupils' performance and contribute well to the school's self-evaluation. Governors are involved fully in the process of evaluation and are well placed to hold the school to account. By these means, the school secures equality of opportunity and eliminates discrimination, ensuring that good

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teaching and learning meets pupils' needs and enables them to achieve equally well in relation to their starting points. The pupils' enthusiastic performances to the local community, their willing contributions to various charities and the extensiveness of their cultural studies within a breadth of creative arts reflect the school's good promotion of community cohesion. The school, now, has plans to promote the national aspect of community cohesion more effectively by including first-hand experiences of the wider, multicultural aspects of life in the United Kingdom within its impressive range of residential and other visits.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

In response to the good teaching, children make good progress from a variety of starting points. Most children make particularly good gains in their speaking, reading and basic counting skills and in developing a love of school. Children feel confident and secure at school because staff promote their health, well-being and safety extremely effectively. The talented teacher and her capable assistant are especially skilled at questioning the children to develop their understanding. Staff, also, provide exciting, challenging activities, which help children to think, talk about what they are doing, sustain concentration and work cooperatively with others. Examples include when children were encouraged to explain their efforts to harmonise their playing of instruments to mimic the sounds of the sea or when thinking about what happens to water when it freezes. The setting is led and managed well and children thrive in carefully adapted, attractive surroundings, both indoors and outside. Children settle well



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because of good induction procedures, which include close partnerships with parents and carers and with the pre-school provider on the school's site. Generally, there is a good balance of activities led by adults and those chosen by the children themselves. Mostly, the activities are linked effectively to topics, but, at times, children do not have enough opportunity to choose activities freely for themselves

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

All parents and carers spoken to and the very large majority of those who returned their questionnaires are happy with the school's support of their children. A comment made by one parent/carer, typical of most, was, 'Kea School provides an enriching environment for children to learn and develop, and offers a strong sense of community.' In particular, all parents and carers who responded to the questionnaire expressed full agreement that the school keeps their children safe and prepares them well for the future. A few parents and carers expressed concerns about their children's progress, about how the school deals with unacceptable behaviour and whether the school takes sufficient note of their suggestions and concerns. Inspection shows that, after a period when some pupils made too little progress during the previous year, most pupils are now making good progress. The inspectors, also, judge that behaviour is good, with the few incidents handled well by staff, who are very open and ready to listen to suggestions and concerns.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kea Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	69	24	28	3	3	0	0
The school keeps my child safe	54	62	33	38	0	0	0	0
The school informs me about my child's progress	35	40	48	55	2	2	0	0
My child is making enough progress at this school	42	48	30	34	11	13	4	5
The teaching is good at this school	47	54	34	39	4	5	0	0
The school helps me to support my child's learning	48	55	30	34	8	9	0	0
The school helps my child to have a healthy lifestyle	54	62	30	34	0	0	2	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	50	57	37	43	0	0	0	0
The school meets my child's particular needs	45	52	33	38	8	9	0	0
The school deals effectively with unacceptable behaviour	39	45	36	41	8	9	1	1
The school takes account of my suggestions and concerns	33	38	40	46	8	9	1	1
The school is led and managed effectively	41	47	34	39	8	9	0	0
Overall, I am happy with my child's experience at this school	49	56	35	40	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



July 2010

Dear Pupils

Inspection of Kea Community Primary School, Truro, TR3 6AY

Thank you for welcoming us so warmly when we visited your school. Special thanks to the group of Year 5 pupils and members of the school council who, so willingly, took time to talk with us. We were impressed by several things, but especially by the way the staff look after you and work very effectively to help you to feel very safe at school. We understand why you enjoy your time at your school, for you do so many interesting activities. We have no hesitation in agreeing with your headteacher that Kea is a good school that continues to improve.

These are some of the good things we found

- You make good progress as you move through the school and achieve well in response to good teaching.
- The school is rightfully well respected for the high quality of your work and performances in the creative arts.
- You enjoy school, are good at living healthily and contributing to the school and your local community. □
- Your headteacher, staff and governors have improved the way they work together and are good at running the school and bringing about improvement.
- The school cooperates well with your parents and carers and other people to help you to do well.

To help the school to improve, we have asked the headteacher, staff and governors to do two things.

- Improve the way you use basic number facts and develop your own strategies to solve problems in mathematics.
- Make sure that you do not spend too long sitting listening in large groups in lessons and are able to get on with your group or individual work more quickly, as well as giving you more opportunities to learn by following your own ideas.

You can help to make the school even better by concentrating just as hard in large groups as you do when working in pairs or small groups.

Yours sincerely

Alex Baxter

Lead Inspector (on behalf of the inspection team)

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