

Perran-ar-Worthal Community Primary School

Inspection report

Unique Reference Number	111863
Local Authority	Cornwall
Inspection number	337763
Inspection dates	1–2 March 2010
Reporting inspector	Judith Goodchild

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 of pupils on the school roll	114
Appropriate authority	The governing body
Chair	Heather McCombie
Headteacher	Robert Robinson
Date of previous school inspection	2 March 2010
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Introduction

This inspection was carried out by two additional inspectors. During the inspection ten lessons were observed and all five teachers seen. A learning walk with the headteacher visited all classes. Pupils' books were inspected to assess the quality of marking and target setting for improvement. The school's assessment data on current progress were inspected. Meetings were held with a group of pupils, the Chair of the Governing Body and members of staff. The school improvement plan, school improvement partner reports, minutes of the governing body and policies and procedures relating to safeguarding were scrutinised. The team looked at questionnaires completed by staff, pupils and 73 parents and carers.

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

- the effectiveness of strategies to raise standards in English, particularly in writing, in Key Stage 2
- the quality of monitoring of teaching and learning and use of assessment
- how well provision is matched to children's learning needs in the Early Years Foundation Stage.

Information about the school

Perran-ar-Worthal primary school is smaller than average. Virtually all pupils are from a White British background. The proportions of pupils with special educational needs and/or disabilities and those eligible for free school meals are well below the national average. The school has achieved both the Healthy Schools and Activemark Awards.

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?

3

The school's capacity for sustained improvement

3

Main findings

While Perran-ar-Worthal Primary School provides a generally satisfactory standard of education for its pupils, some elements are good and a few are outstanding. Pupils feel extremely safe and clearly enjoy school very much, as shown by their above- average attendance and excellent behaviour. Pupils develop healthy lifestyles to an outstanding extent, as shown by their involvement in a wide range of physical activities. They are highly motivated to learn and make a full contribution to the school community, for example acting as play leaders organising playtime activities for younger pupils. The school's partnership with parents is good. All expressed a high degree of satisfaction with the school and their child's experience. Several commented that they were delighted with the attitudes of staff and confident their child was having a very positive introduction to school life.

Pupils make satisfactory progress. The quality of teaching is variable across the school. In lessons seen it ranged from outstanding to satisfactory, with the consequent impact on the variable progress that pupils made. Monitoring of teaching is irregular and not always sufficiently linked to the progress pupils are making. The lack of an assessment system that is consistent across the school makes it difficult for staff to monitor pupils' progress well. This also affects teachers' planning to ensure that pupils are always well challenged in their learning. Leaders know this and are planning to introduce an improved system for monitoring pupils' progress.

In the Early Years Foundation Stage, children are able to demonstrate a high degree of independence and are able to work on tasks with little adult supervision. However, opportunities for them play outdoors and to make choices and to think for themselves are restricted. The majority of activities are structured and there are insufficient opportunities for children to take ownership of their learning.

The school's capacity to sustain improvement is satisfactory. The school's self-evaluation is satisfactory and, supported by the school improvement partner, leaders have identified appropriate priorities for development, such as the introduction of a more effective system for tracking pupil progress and strategies to raise standards in English. The school correctly identified that, while pupils' attainment at the end of Year 6 in 2009 in national tests was above the national average overall, attainment in English was only broadly average, showing that they had made insufficient progress in this subject. The school took appropriate action to tackle this and current evidence shows that there has been an improvement in the quality of teaching in English, so that pupils are now making satisfactory progress.

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What does the school need to do to improve further?

- Speedily implement plans for a whole-school assessment system so that pupils' progress can be consistently tracked to ensure that sufficient challenge and support are provided for all pupils.
- Implement regular, structured monitoring of teaching so that the quality in all lessons matches the best practice in the school.
- In the Early Years Foundation Stage, ensure that planning is more closely matched to children's learning needs by planning more effective opportunities for child-initiated learning and outdoor play.

Outcomes for individuals and groups of pupils**3**

By the end of Year 6, pupils have made satisfactory progress and their overall attainment is above average. Observation of lessons and pupils' work shows that pupils make good progress in mathematics, so that their attainment improves to become well above average in this subject. While satisfactory, progress is weaker in English. However, the impact of improved quality of teaching and strategies to engage pupils more effectively in this subject are beginning to have a positive effect. Pupils respond well to opportunities for creative writing. For example, those in Years 5 and 6 have recently used information and communication technology to record a story they have written and have put on a backing track and sounds. Persuasive writing based on a holiday advertisement produced some high quality cross-curricular work in Years 3 and 4. All pupils have targets in English and mathematics that are reviewed termly and pupils are able to talk about their progress towards meeting them.

In a discussion with some pupils, all felt they were achieving well in their studies and it was evident they enjoyed school and were highly motivated to learn. Pupils valued particularly opportunities to gain both personal and team points. The behaviour of pupils is exemplary both in lessons and around the school. Pupils are highly motivated to learn and no time is wasted in lessons managing 'off-task' behaviour. Older pupils act as good role models for younger pupils, particularly at playtimes, where they take responsibility for organising games and activities. There are many opportunities for pupils to take responsibility and develop leadership skills. The School Council has been instrumental in getting equipment for the playground and adventure play areas. Pupils have been actively involved in improving road safety in conjunction with local police. Pupils show empathy for those less fortunate than themselves and willingly raise funds for a local charity for the homeless, for example when they put on a Christmas play called 'Home for Christmas', with monies raised going to the charity.

These are the grades for pupils' outcomes

¹ 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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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Where teaching is good or better, pupils are challenged to think, the pace of learning is rapid and activities are planned to address all their individual learning needs. Effective use is made of ongoing assessment to inform planning lessons to build on prior learning and challenge all pupils. In these lessons, pupils make good progress. In satisfactory lessons, these features, especially the use of assessment to inform lesson planning to ensure that pupils' learning needs are met, are less strongly evident. In most lessons, teaching assistants are well deployed to support learning effectively by, for example, quickly providing additional help for pupils finding the work particularly difficult.

While the curriculum makes a satisfactory contribution to pupils' learning and personal development, it has some good features. Current events are used well as a stimulus for writing, such as the earthquake in Haiti, and also contribute significantly to pupils' knowledge and understanding of global events. Opportunities to develop pupils' basic skills across the curriculum are evident in current work such as the Wind in the Willows project. However, such activities are not consistent across the curriculum. All pupils are initially taught French by the class teacher and then by a specialist teacher from the local secondary school and these inter-school links enrich and extend learning opportunities for pupils, particularly in sport, some of which pupils can pursue beyond school, such as fencing and cheer leading. The school ensures that all pupils have the same opportunities to take part in sporting events, for example, the weekly cross-country run. The provision for gifted and talented pupils is restricted to sport and activities to extend the learning of more able pupils are not consistently planned for. Pupils benefit from weekly Yoga sessions, which have been extended at their request.

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There is a good range of after-school clubs, which are well attended. Enrichment activities such as residential visits, trips and visitors to the school contribute towards pupils’ personal development.

Arrangements to ensure the care and welfare of pupils are good. Parents were happy with the support their child received and that they were kept safe. Links with support agencies and health professionals are good and contribute towards the school’s provision to meet the needs of the small number of pupils with special educational needs and/or disabilities. As a result of the well-targeted support this group of pupils receive their progress matches that of their classmates. However, the current assessment system is not sufficiently developed for the school to be able to identify early pupils who may be experiencing difficulties with their work and put in place short-term early-intervention strategies. Pupils are well prepared for their move to secondary school by regular visits and sharing activities with other schools through curriculum events and induction days.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders are satisfactorily sharing ambition and promoting improvement. The headteacher has successfully steered the school through an extensive building and improvement programme. However, this has affected the monitoring of teaching and learning and has contributed to the variability in the quality of teaching seen during the inspection. There is a good working partnership with the governing body. Many governors are newly appointed, and their skills in monitoring the work of the school are developing soundly. They have ensured that statutory requirements are met. This includes ensuring that all safeguarding procedures are effective, including those for ensuring safe recruitment. Leaders appropriately tackle discrimination and ensure equal opportunity. Financial provision is made to ensure that all pupils are able to access visits and residential opportunities.

The school has a good partnership with its parents. There are termly meetings to discuss progress and set targets and recently mathematics workshops to help them to support their child’s learning. Partnerships with external agencies and other schools are good and support curriculum provision and the well-being of pupils, particularly the one with Penryn College. Provision for community cohesion is satisfactory. Because of the school’s geographical location pupils have limited awareness of societies and cultures

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different from their own and the school has correctly identified this as an area for development.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children start the Early Years Foundation Stage with skills and experiences above the levels typical for their age. They make satisfactory progress towards their early learning goals and most start Year 1 above national expectations. Children benefit from weekly story-time sessions before they start school. This helps them to settle into the secure learning environment quickly and enjoy coming to school. Behaviour is excellent.

Resources are good and provide opportunities for children to develop a range of skills and self-confidence in using these. Outdoor play provision is restricted but best use is made of available resources. For example, as part of a 'senses' literacy session children benefitted from being outside, touching, feeling and smelling objects and recording their findings. There was a good emphasis on ensuring that children understood not to taste outdoors and the reasons why. Additional facilities are due to be constructed by the end of the Spring term. Children learn and play well together and are developing a good understanding of healthy lifestyles. Although opportunities for children to make choices are limited, they are consulted about the theme for the role play area, which often presents good construction challenges, for example, creating a rocket.

The quality of teaching overall is satisfactory. Though there is regular assessment and tracking of children's progress, although this information is not always used to best effect to ensure that all children are challenged in their learning, particularly the more

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able. Leadership and management are satisfactory, with teamwork between the adults being generally effective. Partnership with parents is good and systems are in place to ensure that the care and welfare of pupils is of a high quality.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A higher proportion of families responded to the questionnaire than we often receive. Support for the school was overwhelmingly positive. Parents were particularly happy with their child’s experience at school. Typical comments included, ‘Staff are approachable and always happy to help’ and, ‘Children are engaged in a wide range of activities both during the school day and in after-school clubs.’ These comments were supported by inspection evidence. A very small number of parents expressed concerns about the quality of learning and progress, particularly the provision for gifted and talented pupils. Inspectors agreed that, apart from that for those who are especially good at sport, this is limited.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 73 completed questionnaires by the end of the on-site inspection. In total, there are 114 pupils registered at the school.

Ofsted invited all the registered parents and carers of pupils registered at Perran-ar-Worthal 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	47	65	22	31	3	3	0	0
The school keeps my child safe	45	63	27	38	0	0	0	0
The school informs me about my child's progress	29	40	41	57	2	3	0	0
My child is making enough progress at this school	32	44	35	49	3	4	0	0
The teaching is good at this school	39	54	33	46	0	0	0	0
The school helps me to support my child's learning	36	50	34	47	2	3	0	0
The school helps my child to have a healthy lifestyle	37	51	34	47	1	1	0	0
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)	29	40	35	49	1	1	0	0
The school meets my child's particular needs	32	44	37	52	3	2	0	0
The school deals effectively with unacceptable behaviour	18	44	37	52	2	3	0	0
The school takes account of my suggestions and concerns	21	29	43	60	3	4	0	0
The school is led and managed effectively	33	46	33	46	2	3	0	0
Overall, I am happy with my child's experience at this school	44	61	27	38	1	1	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



3 March 2010

Dear Pupils

Inspection of Perran-ar-Worthal Community Primary School, Perranwell Station, Truro TR3 7LA

I would like to thank you for making us so welcome when we visited your school recently and for talking to us about your school and work.

You told us that you enjoy coming to school, particularly creative writing and the extra activities that are provided for you after school. We found that you are courteous to visitors and to each other and your behaviour is excellent both in lessons and on the playground. You are willing to take on responsibilities and organise fund-raising activities to benefit others less fortunate than yourselves. You work hard in your lessons. We found that the effectiveness of your school is satisfactory. By the end of Year 6, though the progress you have made is satisfactory, the standards you attain are above those of most other schools. The partnership the school has developed with Penryn College extends your learning and gives you opportunities to try out new sports and activities. Links with your parents or carers are good and you receive a high degree of care.

We have identified some areas of the school's work that need improvement to make your school an even better place. These have already been recognised by senior leaders and the governing body and a start has been made to tackle them. These are the things that we have asked your school to do.

- Make sure that your progress and attainment in English matches that in mathematics.
- Make sure that the quality of teaching is checked regularly so that all of you receive high quality teaching and are given challenging targets to meet.
- Introduce a more effective system to check and record the progress you are making in your learning.

You are already playing your part by behaving well and working hard in lessons. We wish you all the best for the future.

Yours sincerely

Judith Goodchild Lead inspector

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