

# Whitemoor Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	111900
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	337773
<b>Inspection dates</b>	30 September –1 October 2009
<b>Reporting inspector</b>	Martin James

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>	77
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sharon Hawkey
<b>Headteacher</b>	Jan Allen
<b>Date of previous school inspection</b>	7 November 2006
<b>School address</b>	Crown Road Whitemoor St Austell PL26 7XQ
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons, studied many samples of pupils' work and held meetings with the chair of governors, staff and pupils. They observed the school's work, and looked at a wide variety of documentation, including teachers' planning, the school development plan, monitoring and evaluation sheets, assessment records, safeguarding information and the reports from the school improvement partner. The responses from the pupils' and staff questionnaires were analysed, as were the 25 responses from the parents' and carers' questionnaires received during the inspection.

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

- the extent to which teachers made suitable allowance in their planning for the different needs of pupils, especially the more able
- the extent to which different subjects were used to enhance learning and progress in English and mathematics
- pupils' understanding of different cultures and religions, both in the United Kingdom and globally
- the school's policies and procedures for the care, guidance and support of its pupils, and safeguarding.

## Information about the school

The school is much smaller than most primary schools. All pupils are from a White British background. The proportion of pupils with special educational needs and/or disabilities is higher than the national average, as is the proportion with a statement of special educational needs. A significantly higher than average proportion of pupils leave or join the school at times other than those normally expected. The Early Years Foundation Stage consists of Reception, which is integrated into one class with pupils from Year 1. There is also an independent pre-school on the same site. In recognition of its work, the school has received the Healthy Schools and Active Mark 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

The overall effectiveness of the school is satisfactory. It also has some significant strengths. Pupils are enthusiastic learners, and their attitudes and behaviour are good. They adopt healthy life-styles and they feel safe. Care, guidance and support are good, with the welfare and safety of its pupils being a priority of the school. Safeguarding procedures are carried out rigorously. Parents hold very positive views about the school. One said, typically, 'In our view, Whitemoor is a very caring school.' When children start in Reception, their knowledge and skills are below those expected, especially in relation to language and literacy. They achieve well in the Early Years Foundation Stage, and by the end of the Reception Year, they reach average standards overall. By the end of Year 6, pupils reach broadly average standards, although standards in mathematics are just below average. Their achievement is satisfactory.

In all lessons, teachers relate well to pupils. Teaching assistants are well deployed in supporting pupils with special educational needs and/or disabilities in particular. Teachers make good use of a variety of resources and teaching strategies to make lessons interesting. Lessons are generally well planned, but assessment information is not always used well enough to ensure that work is challenging, especially for more able pupils. Helpful advice is given to pupils in class, but whilst comments in books have improved since the previous inspection, the targets provided for pupils, especially in mathematics, do not always give them a clear understanding of how to improve their work. Pupils enjoy the good range of visits, visitors and clubs that enrich the curriculum. The school routinely reviews its curriculum, with a current emphasis being placed, for example, on the increased use of literacy and numeracy in other subjects, as these links have not been fully exploited in the past. Pupils learn about other religions and cultures, but their knowledge is limited because they do not yet have enough opportunities to communicate with people from these cultures, either within the United Kingdom or beyond.

The headteacher and other members of staff have successfully provided a pleasant environment where the pupils enjoy their learning. Staff and governors show a clear commitment to improving the school further, particularly recognising the need to improve the progress being made by the pupils. The quality of the school's self-evaluation is now good. For example, the lower standards attained in science in 2008 were analysed, and the introduction of more practical work contributed well towards the school's unvalidated results in 2009 being much improved. Current planning shows a clear awareness of the ways to take the school forward and, together with the improvements made recently, the school demonstrates a satisfactory capacity to improve further.

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

- Raise standards in mathematics by:
- providing more opportunities for pupils to practise and improve their skills through other subjects of the curriculum
- ensuring that targets provide pupils with very clear guidance on what they need to do to improve.
- Make better use of assessment information to:
- ensure that the work provided for pupils is adequately challenging, especially for those who are more able.
- Improve pupils' awareness of other communities and cultures by:
- providing more opportunities for pupils to find out about, and communicate with, people from cultures and backgrounds other than their own, both within the United Kingdom and globally.

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

Pupils enjoy their learning, and they readily settle down to the tasks they are given. Pupils work steadily and thoughtfully through their work, and in a Spanish lesson observed, they showed particular interest and enthusiasm. The school's data on their progress, and the work seen in classrooms, show that the pupils' achievement is satisfactory. Attainment in Year 6 is broadly average, although pupils' performance in mathematics is not as strong as in the other key subjects. Pupils with special educational needs and/or disabilities also achieve satisfactorily. The pupils' achievement, together, for example, with their confidence in working collaboratively with others, means that the school is preparing them adequately for their future economic well-being.

Pupils clearly like school very much, and this is reflected in their good behaviour. They have sensible attitudes to their work. Pupils are polite and courteous, and they move around the school in an orderly manner. Pupils feel safe in school, and they express confidence in the school's ability to sort out any issues that do arise. Pupils have a good awareness of how to stay healthy. They eat fruit and healthy meals, and they readily take part in physical exercise opportunities. Attendance has improved and is now satisfactory. Pupils' spiritual, moral, social and cultural development is good overall, although their understanding of the multicultural society in which we live is less strong.

Pupils readily and conscientiously take on the many responsibilities that the school offers them. The school councillors are proud of their role, and they recognise that they are working on behalf of other pupils. Pupils are also very involved in the wider village community, through such things as fundraising and taking part in musical activities in the local church.

*These are the grades for pupils' outcomes*

<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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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</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>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teachers organise their classrooms well, and they create a welcoming learning environment. They are well supported by their teaching assistant colleagues. They use a good range of strategies to inform and enthuse the pupils, including using the interactive whiteboards, and they relate well to the pupils. Teachers do not always use assessment information well enough in their planning, so some more able pupils commented that their work was sometimes too easy. Pupils receive much help and support during lessons when they need advice. However, targets for improving their work are not always clear enough, especially in mathematics.

Pupils speak enthusiastically about the good range of outings and after-school clubs that enhance the curriculum. Younger pupils were particularly enthused by their visit to Newquay. Pupils also enjoy the learning opportunities provided in the school's own very pleasant grounds, and they benefit from the range of modern foreign languages provided. Suitable allowance is made in planning for the needs of the mixed-age classes. The school has begun to develop cross-curricular links, but there is a recognition that these have not been fully developed in relation to employing literacy and, especially, numeracy in other subjects.

Staff are very committed to the care and safety of their pupils. Pupils who join the school midway through the year are helped to settle quickly into their new surroundings. Child protection procedures are good, and staff are alert to signs that any pupil might be distressed or anxious. Outside agencies are used effectively to support pupils when a need is identified. Pupils are taught well about the importance of healthy living, and they are reminded of the need to take care and stay safe, for instance when using

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computers.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher, supported well by other members of staff, has been successful in creating a caring and happy environment for the pupils, and good care is also taken to ensure that no form of discrimination is evident in the school. Safeguarding procedures are consistently and effectively applied. The effectiveness of leadership and management in embedding ambition and driving improvement is satisfactory, focusing the school on well-judged priorities. For example, the current focus on improving standards in mathematics is a most suitable priority for the school. Community cohesion and pupils' understanding of cultural diversity are satisfactory. There are strong community links both in school and locally, but, in its own evaluation, the school accepts that it has not yet enhanced this provision by significantly embracing different communities and cultures, either in the United Kingdom or around the world. However, a start has been made through initial approaches being made to schools in Wales and Tanzania.

Subject leaders demonstrate a sound understanding of their various subjects, and they have actively supported strategies for making improvements. At present they have limited opportunities to observe lessons in other classes, although plans are in hand for this to happen more frequently as different subjects become priorities for review. Governors are fully involved, for example, in producing the school development plan and monitoring its implementation. However, they do not currently hold the school adequately to account for the progress that pupils make as they move up through the school. The school works well with parents to enhance their children's learning, especially at the point where they enter the school. There are also exceptionally good working relationships with the pre-school, which occupies a site in the school grounds. This not only allows for the ready transfer of information and sharing of resources, but also greatly eases transition from one establishment to the other.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<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>3</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>3</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>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

### **Early Years Foundation Stage**

When the children start Reception, their knowledge and skills are lower than expected, especially in relation to their language skills. Through the year, they achieve well and by the end, while attainment in language remains a slight weakness, skills overall are broadly average. The children are happy in school; they enjoy themselves and they particularly value the company of the older children in the class. Their behaviour is good, although occasionally a very small number find it difficult to maintain concentration on the tasks they have chosen. This then slows their learning. The staff work hard to create a friendly and caring learning environment, and the children also benefit from the good links that are established with both the parents and, in particular, the pre-school. Adults provide the children with a good balance between teacher-led activities and chances for them to choose for themselves, and they take every opportunity to help them develop their various skills. The good variety of reading and writing activities helps to tackle weaknesses in literacy skills. Staff know the children well, and the frequent observations of their work result in fresh tasks that are well suited to their needs.

A good range of resources is provided, with the outdoor area being used effectively in all aspects of the curriculum, whenever possible. However, the lack of a covered area limits its use when the weather is poor. The leader uses her specialist knowledge and enthusiasm well in making good provision for the children, and other staff members support her well in providing for their various needs. The provision made for the welfare of the children is exceptional.



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*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

A very large majority of parents and carers were positive about the school's provision, both in terms of the care the school takes of their children and the progress it helps them make. They were particularly positive about the teaching staff. Comments such as, 'Since joining the school, my son has come on in leaps and bounds,' and 'The teaching staff are very approachable,' confirm their view.

A few responses indicated that the school did not always deal effectively with incidents of unacceptable behaviour. Inspectors found no evidence to support this view, either in the school's records or in discussions with pupils during lessons and break times.

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

Ofsted invited all the registered parents and carers of pupils registered at Whitemoor 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.

The inspection team received twenty-five completed questionnaires by the end of the on-site inspection. In total, there are seventy-seven pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	44	13	52	1	4	0	0
The school keeps my child safe	10	40	14	56	0	0	0	0
The school informs me about my child's progress	10	40	15	60	0	0	0	0
My child is making enough progress at this school	10	40	13	52	1	4	1	4
The teaching is good at this school	12	48	12	48	0	0	0	0
The school helps me to support my child's learning	11	44	12	48	1	4	1	4
The school helps my child to have a healthy lifestyle	9	36	13	52	1	4	1	4
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)	10	40	14	56	0	0	0	0
The school meets my child's particular needs	9	36	13	52	1	4	1	4
The school deals effectively with unacceptable behaviour	9	36	11	44	1	4	3	12
The school takes account of my suggestions and concerns	7	28	13	52	3	12	1	4
The school is led and managed effectively	10	40	12	48	3	12	0	0
Overall, I am happy with my child's experience at this school	11	44	12	48	1	4	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"> <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.**



2 October 2009

Dear Pupils

Inspection of Whitemoor Community Primary School, St Austell PL26 7XQ

Thank you for making us so welcome when we came to visit your school. We enjoyed our visit and it was a pleasure talking to you. My colleague especially liked talking to the school council, and we both enjoyed joining you in lessons. I am writing to tell you what we found out about the school, what we think is good, and what we think could be made better. Overall, you are in a satisfactory school, where you are making steady progress with your work. The headteacher and other staff know what they need to do to make the school better.

These things are some of the strengths of the school:

- Children in Reception make a good start in the school.
- Teachers provide you with lessons which you enjoy.
- Your behaviour and your attitudes to your work are good.
- You know how important it is to eat healthy food and take exercise.
- The staff know you well and take good care of you.
- Your parents are pleased with the school.

These are things the school has been asked to improve.

- Make sure you reach higher standards in mathematics.
- Make sure that you all get work in lessons that suits you and is hard enough for you.
- Give you greater opportunities to become more aware of people from communities and cultures different from your own.

You can help too, for example by telling your teacher if you think the work is too easy for you.

We wish you all good luck for the future.

Yours faithfully

Martin James

Lead Inspector

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