

# Polperro Community Primary School

Brentfields, Looe, PL13 2JJ

**Inspection dates** 17–18 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- The acting headteacher focuses strongly on improvement. Teaching is now consistently good and pupil achievement has much improved.
- Governors have taken highly effective actions to address the weaknesses identified at the last inspection and ensure that the school's performance is now good. They continue to challenge school leaders in ways which drive forward further improvements.
- Subject leaders' planning promotes good practice within their areas of responsibility.
- Pupils' behaviour is good. They enjoy learning and work hard. Because of the school's effective safeguarding procedures, pupils say they feel safe.
- Teachers plan stimulating activities that successfully engage pupils in their learning.
- By the end of Year 6, pupils' achievement is good. Pupils now make good progress from their individual starting points. A large majority of pupils are particularly successful in their English grammar, punctuation and spelling.
- Disabled pupils and those who have special educational needs make good progress because of the personal care and support they receive.
- Adults in the early years effectively use a range of approaches to develop children's basic literacy and numeracy skills.

### It is not yet an outstanding school because

- Pupils do not have enough opportunities to write at length. This hinders their ability to fully develop their writing skills in a range of different situations.
- Teachers do not always use questioning in ways which deepen pupils' understanding. At times, this limits the progress that they can make.

## Information about this inspection

- The inspector observed learning in seven lessons, all of which were seen jointly with the acting headteacher. The inspector listened to pupils read and looked at their work.
- The inspector met with pupils and talked with them about their learning. Meetings took place with governors and with subject leaders. A telephone conversation took place with a representative from the local authority.
- The inspector reviewed a range of documentation including, for example, that related to safeguarding, behaviour, and checks on pupils' attainment and progress.
- The inspector took account of 35 responses by parents to the online questionnaire, Parent View, and 12 staff questionnaires.

## Inspection team

Howard Jones, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average-sized primary school.
- The early years provision consists of one full-time Reception class which also includes some pupils from Year 1.
- All other pupils in Key Stages 1 and 2 are taught in mixed-age classes: Years 1 and 2; Years 2 and 3; Years 4 and 5; and Years 5 and 6.
- The large majority of pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is below that found in other schools.
- The proportion of pupils supported by the pupil premium is average. This additional government funding is used to support pupils known to be eligible for free school meals and children who are looked after. However, there were very few of these disadvantaged pupils in Year 6 in 2014.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The acting headteacher has been in place since January 2014. Governors are seeking to appoint a permanent headteacher.

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

- Ensure that teachers consistently:
  - provide more opportunities for the pupils to write at length so that they can fully develop their literacy skills widely.
  - question pupils to think more deeply about their learning so they make even better progress.

## Inspection judgements

### The leadership and management are good

- The very effective leadership of the acting headteacher, together with the work of governors, is ensuring that improvements in teaching, pupil progress and behaviour are being sustained.
- Procedures for checking how effectively teaching supports pupils' progress are comprehensive. These ensure pupils at risk of underachieving are supported quickly so they do not underperform. All pupils, whatever their ability, receive tailored care which enables them to become increasingly successful in their learning.
- Positive relationships between staff and pupils reflect a school in which everyone feels a part and has an equal opportunity to succeed. Discrimination is not tolerated and leaders and teachers successfully promote the well-being of all pupils.
- Disadvantaged pupils are making good progress because of the support received through the pupil premium, such as through individual support and additional group activities.
- Disabled pupils and those who have special educational needs are well provided for. Collaborative work with parents, along with the support both in class and within individual sessions, ensures they make good progress.
- Subject leaders effectively promote good practice within their respective areas. They ensure activities engage pupils to do well in their learning.
- Training opportunities are valued by staff, who acknowledge the positive effect this is having on pupils' progress. Leaders set targets for teachers which aim to promote pupils' achievement. They reward their success by progress through the pay and career scales.
- The additional primary sports funding provides a variety of activities for pupils to participate in. Staff are becoming increasingly competent in teaching physical education because of the coaching they receive. Pupils engage in inter-school competitions and enjoy athletics, hockey and cross-country running.
- The subjects taught provide opportunities for pupils to develop their knowledge and understanding as they move through the year groups. Topics, for example based on the Second World War, require pupils to apply their skills across subjects. Teachers use homework effectively to extend pupils' learning beyond the classroom, as well as through visits to local universities to study robotics.
- Pupils' spiritual, moral, social and cultural experiences are well developed. Pupils learn about different faith communities. For example, they have opportunities to reflect on how persevering at activities and tasks can help them to become more successful. Pupils are developing British values and are being prepared well for life in Britain today. They work with professional musicians and perform in village festivals. Pupils also explore their local Cornish heritage and learn how to protect the marine environment. They participate in debates and learn about elections; they have helped create the school's mission statement.
- Safeguarding procedures meet requirements and risk assessments effectively address all aspects of school life, including educational visits made by pupils.
- The local authority provides highly effective guidance that has enabled school leaders to address issues raised in the last inspection.

#### ■ The governance of the school:

- Since the previous inspection, governors have taken astute actions to develop their expertise comprehensively. Their training, along with the wealth of experience they bring to their roles, ensures governors manage the school well. They use data on pupils' progress and attainment to compare the school's performance with others nationally and to challenge school leaders rigorously.
- The governing body is effectively organised and governors regularly visit the school to check on key aspects of its work. They are taking well-planned actions to secure strong future leadership for the school.
- Governors have a good appreciation of the quality of teaching and the impact it has on pupils' progress. They use this to check that teachers' performance closely matches their salary and career promotion. They know what to do to tackle any underperformance among staff. The performance of the acting headteacher is routinely checked against key targets.
- School finances are well managed to improve its provision, such as through the purchase of electronic tablets. Governors ensure the primary sports funding is helping teachers provide better physical education to promote pupils' well-being. They also make sure the pupil premium brings improvements to disadvantaged pupils' achievement.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. Pupils enjoy talking about their learning and work well together to discuss ways of improving their work. They listen carefully to their teachers and remain absorbed in their work even when tasks stretch and challenge them.
- Movement around the school during break times is orderly and the dining hall is typically calm at lunchtimes. Pupils are welcoming and talk confidently to visitors. Displays around the school celebrate pupils' achievements in their work and reflect the positive attitudes toward being successful. The relationships between pupils and staff are strong.
- Pupils take on responsibilities across a range of tasks. They oversee the school garden and help younger children. Pupils also act as 'learning detectives' to evaluate how effective learning is across their school. They participate in events in their village and raise money for charities.
- Records kept by the school show that pupils' behaviour is typically good. Behaviour is not better than this because it has yet to demonstrate an even stronger impact on pupils' learning over time.

**Safety**

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe throughout the school because their teachers are helpful and take action should they have any concerns. Pupils say that one of the things they value about their school is the friendships they have.
- Pupils say that bullying, including cyber-bullying, is not an issue for them. Pupils have a secure understanding of how to stay safe when using the internet because of the school's work in this area. They say that discrimination of any kind is not tolerated and name-calling does not happen.
- The attendance of pupils is now above average. This reflects both the effective work of the school to improve attendance since the previous inspection and pupils' growing enjoyment of school.
- Parents are positive about their children's experience of school. The very large majority of parents who participated in Parent View agreed their children are both happy and safe. School staff concur with this positive picture.

**The quality of teaching is good**

- The quality of teaching is now consistently good because of effective actions taken by the acting headteacher and governors since the previous inspection. As a result, pupils make good progress in their reading, writing and mathematics as they move through the school.
- Teachers' written guidance in their marking, which was a point for improvement at the last inspection, now consistently helps pupils to develop their learning in their mathematical and literacy skills. Pupils respond positively to this in ways which enable them to move toward higher standards of work.
- Teachers plan learning which effectively builds on what pupils know and which is matched to their level of ability. For example, in a Years 1 and 2 session, pupils tasted a range of fruit and vegetables to inspire their poetry writing. They were also required to check how well they were doing by referring to their personal 'catch me' cards with their learning targets on. Consequently, pupils' progress was consistently strong throughout the session.
- Teachers effectively demonstrate skills to help pupils in their learning. For instance, during a Years 4 and 5 literacy activity, pupils grew in confidence in using dialogue in their writing to develop the characters in their narratives because their teacher first showed them what was expected.
- Teachers, along with additional adults within the classroom, provide effective guidance for disabled pupils and those who have special educational needs. This includes through small-group work. For example, in a Years 2 and 3 mathematics session, the teaching assistant enabled pupils to grasp the concepts of division and multiplication methods better.
- Pupils are developing their literacy skills well. For example, pupils in Year 6 collaborate to edit each other's writing. They apply their understanding of grammar to help improve their work and as a result, become more successful in their learning. However, across the school, pupils do not have enough opportunities to write at length. This hinders their ability to fully their writing skills in a range of situations.
- Teachers promote pupils' reading well so that they become increasingly proficient in using skills such as inference. Teachers ensure pupils read a range of text and authors.
- Teachers check pupils' learning during group tasks to see how secure it is. Nonetheless, teachers' questioning does not always deepen their understanding and enable them to make even stronger

progress.

### The achievement of pupils

is good

- Actions taken by school leaders since the previous inspection have led to pupils now making good progress in their subjects as they move through different year groups.
- The achievement of pupils is good. By the end of Year 6, most pupils reach the standards expected in mathematics, reading and writing. A large majority of pupils are particularly successful in English grammar, punctuation and spelling. Given small year groups there is some variation in attainment each year, but typically a large proportion of pupils make good progress.
- The most-able pupils make good progress from their individual starting points. Within year groups, teachers provide suitably challenging activities which serve to extend their learning successfully.
- Disadvantaged pupils make good progress. The small number of disadvantaged pupils in Year 6 in 2014 restricts any valid statement on their achievement by the end of Key Stage 2. Nonetheless, school evidence shows that disadvantaged pupils are increasingly successful in their learning so that gaps in attainment with their classmates are closing within the school.
- Pupils enjoy reading a wide range of books. They talk enthusiastically about their favourite authors and why they inspire them to read, such as David Walliams. School data show that younger pupils are increasingly competent using their phonic skills (letters and the sounds they represent).
- Disabled pupils and those who have special educational needs are as successful as their peers and so make overall good progress. Pupils with particular needs receive appropriate levels of support and this enables them to engage confidently in their learning.

### The early years provision

is good

- Leadership and management of the early years are good. Staff work very well together so that planning and resources effectively develop children's basic literacy and numeracy skills. They use their checks on how well children are doing to create a variety of activities which inspire children in their learning together.
- Learning records contain a wide range of children's work. These include their writing, creative expressions and participation in group tasks. They demonstrate effectively how children are developing over time, and along with staff written comments, enable parents to see how well their child is doing.
- The quality of teaching is good. Staff use a range of approaches to enable children to become more successful in their use of letters and sounds and 'tricky words'. Children use their understanding to write their own sentences, as seen in an outside session in which children used chalk to express their ideas.
- Staff build on children's ideas so that there is an effective balance of activities adults set up and those inspired by children's own imagination and creativity. For example, children used technology to explore how water speeds up the movement of objects.
- Children are safe. Their behaviour is never less than good and they get on well together. They eagerly listen to their teachers and enjoy participating in their activities.
- Staff proficiently manage the key times when children join and leave the early years so that children are supported well. Parents are effectively involved in their child's development while in Reception.
- The majority of children join the early years with skills and abilities below what is typical for their age. By the end of their Reception year a large proportion of children reach a good level of development. This represents good achievement and a strong improvement since the previous inspection, so that children are now well prepared for the move to Year 1.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	111955
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	462500

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

<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>	115
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lucy Finnimore
<b>Acting Headteacher</b>	Louise Gilbert
<b>Date of previous school inspection</b>	19–20 June 2013
<b>Telephone number</b>	01503 272249
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