

# Warbstow Community Primary School

Warbstow, Launceston, Cornwall, PL15 8UP

**Inspection dates** 12–13 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school

- Since her appointment, the exceptional leadership of the headteacher has led to rapid improvements in both achievement and in the quality of teaching. Her appointment followed a rapid decline in achievement, preceded by the departure of the previous headteacher.
- The leadership provided by the headteacher has encouraged other leaders to hone their leadership skills to high levels. This has led to improvements in teaching over the last 18 months and rapid progress in all year groups this academic year.
- Governors are skilled and have given excellent support to the headteacher. Governors' high aspirations help to drive school improvements.
- The rich curriculum enables teachers to plan interesting work. This allows all pupils to learn well. The curriculum plays a key role in promoting pupils' personal development.
- Pupils' attainment at the end of Key Stage 2 is above average, but it has not been consistently high over time.
- Pupils make good progress from their various starting points. Pupils who join the school other than the usual times also make good progress.
- Pupils' behaviour in lessons and around school is outstanding. Pupils are very proud of their school and say that they enjoy attending.
- Teaching is consistently good and continues to improve. Teachers know pupils well and relationships are strong. As a result, pupils say they feel safe and that bullying is absent.
- The teaching of phonics (matching letters to the sounds that they represent) is particularly good and this leads to rapid progress in reading at Key Stage 1. Pupils are accomplished in using these skills to make sense of new words.
- Levels of care for disadvantaged pupils, disabled pupils and those who have special educational needs are excellent, and this leads to rapid progress for all these groups.
- Partnerships with parents have improved rapidly and are strong. Parents take an active role in fundraising and say how much they appreciate the school's work. In consequence, the school is growing in numbers.
- Early years provision is outstanding in all aspects and gives pupils a valuable springboard into learning in Key Stage 1.

### It is not yet an outstanding school because

- Progress is not rapid enough in mathematics and writing over time.
- Pupils are not encouraged to respond in enough detail to their teachers' detailed marking.
- In some lessons, not enough challenge is provided for all pupils to progress as rapidly as they could.

## Information about this inspection

- The inspector observed pupils' learning in 12 lessons, or parts of lessons, all jointly with the headteacher. The inspector also observed groups of pupils working with teaching assistants.
- Discussions were held with the headteacher, members of the governing body, middle leaders, staff, groups of pupils, a representative from the local authority and the school's improvement partner.
- The inspector listened to pupils read, scrutinised pupils' work in their books and spoke informally to pupils during break times and lunchtimes.
- Documents relating to pupils' current attainment and progress were examined, along with other documentation that included the leaders' monitoring of the school's work and minutes of governing body meetings.
- The inspector took account of 40 responses to the online questionnaire (Parent View) and conversations with a large proportion of the school's parents during the inspection.
- The inspector also took into consideration 12 responses to the staff questionnaire.

## Inspection team

Paul Garvey, Lead inspector

Additional inspector

## Full report

### Information about this school

- Warbstow Community Primary School is much smaller than the average-sized primary school.
- Almost all pupils are from White British backgrounds; few speak English as an additional language.
- The proportion of pupils who are disadvantaged and supported by the pupil premium is below the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of pupils who are disabled or have special educational needs is below the national average.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics by the end of Year 6.
- The headteacher has joined since the time of the last inspection. She was appointed as interim headteacher in February 2012, then as substantive headteacher in November 2013. One teacher has joined since the time of the last inspection.
- Early years provision is full time for children of Reception age.
- Pupils are taught in three mixed age classes.
- There is a pre-school on the school's site. This is run and managed by the governing body, but is inspected and reported on separately.

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

- Accelerate the progress of pupils, in writing and in mathematics, through improving the quality of teaching by:
  - providing sufficient challenge for pupils of all abilities to accelerate rates of pupil progress
  - ensuring that pupils routinely act upon the advice given to them by teachers.

## Inspection judgements

### The leadership and management are outstanding

- Under the leadership of an inspirational headteacher, the school is rapidly improving from a period of uncertainty which followed the departure of the previous headteacher. The headteacher has galvanised a strong team of teachers and teaching assistants to effect rapid improvements in the quality of teaching and in achievement in a short period of time. Parents say that they very much appreciate the quality of the school's work. In consequence, pupil numbers are increasing.
  - The small school provides a welcoming and supportive environment for both pupils and staff. One pupil said, 'It's like being in a family.' All members of the school community contribute to this caring ethos. Pupils thrive, as a result, behave impeccably and, as a result, their achievement is improving rapidly.
  - All teachers readily take on responsibilities and act as middle and senior leaders. They are committed to achieving the best possible outcomes for each child and work very closely with colleagues, learning with and from each other. The school provides very effective professional development and this supports the collaborative learning by staff. For example, training on sounds and letters, which has improved the teaching of phonics, has led to results in the phonic screening check in Year 1 being well above average for the last two years.
  - Leaders and governors have an accurate view of the school's performance. They understand where the school needs to improve and can plan accordingly. Thus, there is a very clear, shared vision for improvement. The engagement of parents has been key in securing improvements and parents are now supportive. The local authority provided excellent support for the school through a difficult period, following the departure of the previous headteacher. Levels of support have been greatly reduced recently.
  - The monitoring of the quality of teaching is assiduous. Clear guidance for improvement is discussed with each member of staff. This helped all staff to quickly improve and monitoring of the quality of teaching in the current school year shows that teachers' skills have developed to a high level.
  - The pupil premium funding received by the school is used very well. Extra teaching assistants have been provided, one-to-one support has been extended and training provided for staff. In consequence, the gap between pupils in receipt of pupil premium funding and other pupils in the school has been closed.
  - The school provides an exciting and broad range of subjects through its inspiring curriculum. Music and sport are particularly well provided for. Every pupil plays a musical instrument and every pupil in the school can swim well by the time they leave. The extremely good use of a 'wild' area in the school grounds, together with a wide range of well-attended extra-curricular activities, augments the opportunities provided for personal development in the curriculum.
  - The school has effective arrangements for safeguarding its pupils and children in the early years. All statutory requirements are met. The support given to disabled pupils and pupils with special educational needs is exemplary and parents of these pupils testified to this.
  - The opportunities provided for pupils' spiritual, moral, social and cultural education are excellent. The school has worked hard to give pupils access to a wide range of cultural and spiritual experiences, for instance through visits to mosques and synagogues, visits from adults of different faiths and cultures and a link with a school in Uganda. The promotion of traditional British values, through respect for other cultures and harmony, prepares pupils well for life in modern Britain and for the next stage in their education. These values are reflected in the care for all members of the school community. Thus the school is able to promote equality for all and discrimination is absent.
  - The school has made highly effective use of the primary school sport funding. Professional coaches and staff training have led to the winning of many medals in inter-school competitions in athletics and swimming, with pupils often competing against pupils from much bigger schools.
- **The governance of the school:**
- During the period without a substantive headteacher, governors supported the interim headteacher very effectively, allowing the seeds to be sown for the subsequent rapid improvement in standards. Governors monitor the school well. Their excellent knowledge of the quality of teaching and the school's performance allows them to target resources effectively. Governors display acute financial acumen. The rapid improvement in standards and the growing reputation of the school locally are leading to increasing pupil numbers, thus helping to secure the school's future. Governors have ensured that the pupil premium and primary sport funding have been used well for the purposes for which they were intended. Governors set clear targets in managing the performance of the headteacher and staff, making sure pay increases are linked to competence.

**The behaviour and safety of pupils****is outstanding****Behaviour**

- The behaviour of pupils is outstanding.
- Excellent behaviour is seen both in lessons and around school. Older pupils take great care of the younger ones, donning responsibilities such as shepherding them to and from the school field at lunchtime and leading them in play before school and during breaks. Pupils also take particularly good care of new arrivals to the school, welcoming them into the community; pupils new to the school appreciate this and settle in quickly.
- Pupils are patient and display high levels of politeness, both to adults and to other pupils, thanking each other instinctively for acts of kindness such as when doors are held open for them. Pupils learn from consistent modelling of these excellent moral values from adults. Thus the community spirit in the school flourishes and pupils say how much they enjoy coming to school.
- Classrooms have a calm and purposeful atmosphere. Excellent behaviour and a love of learning support the rapid improvements seen recently in achievement. Pupils have a thirst for knowledge and are always ready to learn and willing to work with and to listen to the contributions of classmates of all ages. Indeed, pupils say how much they enjoy being in a small school with mixed age classes. 'We can learn from each other,' one pupil said.
- Pupils are very proud of their school and enjoy representing the school in sports fixtures and in music performances, for which they can be seen excitedly showing off their trophies on the school website.

**Safety**

- The school's work to keep pupils safe and secure is outstanding.
- Pupils who spoke with the inspector said that they felt very safe. Their knowledge of the different forms of bullying is excellent and they were adamant that there was no bullying of any kind in the school. They told of the very good advice they had received as to how to keep themselves safe online, which they follow at home.
- The school site is completely secure and pupils help to keep gates closed to protect younger pupils.
- Training in all aspects of safeguarding is extremely rigorous. The school takes great pains to ensure that any safeguarding concerns are meticulously pursued. Record keeping and any follow-up with parents about any safeguarding issues are thus effective.

**The quality of teaching****is good**

- Teaching has never been less than consistently good over the last two years, and rigorous monitoring, validated by working with school's improvement partner, shows it has continued to improve. These current high teaching standards were seen during the inspection. However, teaching has not yet been outstanding for long enough over time.
- Pupils show a thirst for learning and are very capable of rising to challenges. In a mathematics lesson in Years 5 and 6, pupils were asked to invert equations to change from multiplication to division and see patterns. Excellent planning ensured that all abilities were challenged. Some very high ability pupils were working in a small group independent of the main class. They were provided with a 'stinker' question which pushed them to think very hard about different solutions to the problem to achieve mastery.
- When challenge is not so fierce, pupils still work to the best of their abilities, but do not achieve as highly.
- Marking is thorough and teachers use assessment information well to plan work for different abilities. Often, however, the teacher's detailed marking does not elicit the same depth of responses from the pupils. Thus, less progress is made than would be possible if the pupils routinely acted upon every piece of feedback provided by their teachers.
- Pupils benefit from very skilled support from teaching assistants and other adults in all years, who work in excellent partnership with teachers. This has particular benefits for pupils who may be disadvantaged or have special educational needs. High quality classroom teaching is married to skilled small group, or one-to-one, support. As a result, both pupils with special educational needs and disadvantaged pupils make excellent progress.
- Literacy is promoted very well through English lessons and through other subjects. In a history lesson in Years 5 and 6, pupils were studying the Mayan culture. Imaginative use of resources and employment of a 'Wow, How, Now' approach, which had been introduced to staff in continuing professional development

sessions, elicited imaginative brochures in which the pupils were using persuasive writing techniques to encourage people to come to their 'visitors centre'.

- Teachers use the exciting curriculum themes to good effect. In a geography lesson in Years 2, 3 and 4, pupils were studying the features of a river. The pupils had visited the source of the River Camel and seen the panorama of the river stretching from source to the sea as they stood on the edge of Bodmin Moor. They employed the knowledge they had gained on their field trip to answer questions, using an Ordnance Survey map, about features of the river's mouth. This was to be followed with a trip to Padstow to investigate these features. As a result of this first hand experience, progress was very rapid.

### **The achievement of pupils is good**

- Pupils' attainment at Key Stage 2 has shown a rapid improvement to above average over the last three years, and school monitoring shows that the current year group is also on track to attain well. However, the proportions of pupils attaining highly have not been consistent over time, especially in mathematics and writing. In previous years, teaching did not challenge these pupils well enough to progress more rapidly.
- Progress has been more rapid than expected at Key Stage 2, in two out of the last three years, and monitoring shows that all year groups are currently progressing more rapidly than expected. This is due to high quality teaching which makes excellent use of an inspiring curriculum.
- The small numbers of pupils in receipt of pupil premium funding were four terms ahead of other pupils in the national tests in 2013. No pupils were in receipt of the pupil premium funding in Year 6 in 2014.
- The small numbers of disabled pupils and those who have special educational needs achieved very well in the 2014 national tests, attaining higher than other pupils nationally.
- In Key Stage 2, the progress of the most able pupils in the national tests in 2014 was slower than in the previous year. In 2014/15, monitoring shows that the most able pupils are on track to attain highly, as they have been very well challenged in all subjects.
- In Key Stage 1, in the 2014 national tests, pupils attained more highly than the national average in Year 2, in all subjects and especially in reading. High quality teaching enabled them to make rapid progress through Key Stage 1. School monitoring shows Key Stage 1 pupils are also attaining well in 2015. However, attainment at Key Stage 1 was close to the national averages in the previous two years; in 2013, attainment was below the national average in writing and in mathematics.
- Pupils of all ages read widely and often, as they learn to read quickly, and this encourages them to read more complex texts than other children of their age.
- Results in the Year 1 phonic screening test have been consistently well above national averages, due to excellent teaching of sounds and letters in Reception and in Year 1.
- The higher than average numbers of pupils who join at times other than the usual times make good progress through the school, because they are encouraged to settle in quickly and are quickly exposed to the school's high expectations.
- Achievement overall is good, as pupils' progress is more rapid than would be expected in most years, building on the excellent start that pupils receive in Reception. However, achievement overall is not outstanding as pupils do not make substantial and consistent enough progress over time.

### **The early years provision is outstanding**

- Most children start school with skills that are typical for their age. Children make rapid progress and, in 2014, all pupils entered Key Stage 1 with the 'Good Level of Development' expected of them by the government. Progress data for the current year indicate that these high standards will be maintained.
- The quality of teaching in Reception is excellent and this outstanding teaching has been maintained, leading to excellent achievement over time. Children learn to read exceptionally quickly and a significant number leave Reception with reading skills well beyond their chronological age. Reception children were observed using laptops to prepare a booklet to describe their experiences along a 'sensory trail'. Several children were heard reading their descriptions of what they experienced, almost faultlessly.
- Effective and skilled leadership ensures that the recording and assessment of children's progress is rigorous. All adults contribute to the production of individual pupil 'learning journeys', to which parents are encouraged to contribute, by bringing in descriptions of 'wow' moments from home. Work in these 'learning journeys' shows that children make rapid progress in their numeracy, literacy and with other personal and academic skills, leaving them very well placed to tackle more demanding work in Year 1.

- All staff consistently and kindly reinforce high expectations of behaviour. Thus, children quickly develop excellent social skills. Reception children were observed working at tables, writing sentences to describe their sensory experiences, and were excelling due to being taught alongside, and being able to learn from, their older Year 1 classmates.
- High quality procedures ensure that all children are kept very safe. Staff work closely with parents so that children have a highly rewarding time in Reception. Almost all parents with whom the inspector spoke reflected this view.

## 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>	111940
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	449585

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>	69
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Simeon Leete
<b>Headteacher</b>	Dominique Dyer
<b>Date of previous school inspection</b>	13–14 July 2010
<b>Telephone number</b>	01566 781388
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