

# Nanclendra School

## Inspection report

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<b>Unique Reference Number</b>	111805
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	337744
<b>Inspection dates</b>	2–3 March 2010
<b>Reporting inspector</b>	Mike Burghart

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>	98
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Knowles
<b>Headteacher</b>	Rick Gill
<b>Date of previous school inspection</b>	18 January 2007
<b>School address</b>	Nanclendra Penzance TR20 8NB
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors spent more than two thirds of their time evaluating learning. They observed 13 lessons involving all teachers and met with staff, the chair of governors, groups of parents and pupils. They looked at school documentation including development planning, records of pupils' progress, monitoring records of the quality of teaching and learning, and, minutes of governors' meetings. Inspectors analysed questionnaires from 75 parents and carers, 12 staff and 45 pupils. The team looked in detail at the following:

- pupils' attainment in Years 1 and 2, especially the reading and mathematics of more able pupils
- the achievement of potentially more able pupils in English in Years 3 to 6 to establish how effectively teachers use assessment to set challenging targets
- outdoor learning opportunities for children in Reception
- pupils' awareness of customs and lifestyles across the United Kingdom and the world in general.

## Information about the school

This is a small school serving a very rural community. It draws pupils from a wide area. Virtually all are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is broadly average. The vast majority of these are associated with moderate learning difficulties and can vary widely between year groups. Children in Reception follow the Early Years Foundation Stage curriculum but are taught alongside pupils from Year 1. Year 2 pupils are in a class of their own, while Years 3 and 4 and Years 5 and 6 make up the other two classes. A community pre school group, run in conjunction with the school, but not the direct responsibility of the governors, operates on the school site.

**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

This is a good school where pupils are happy, keen to learn and are successfully encouraged to grow up as sensible young people. It has a variety of outstanding features. Attainment is well above average by the time pupils leave and this represents good progress. The combination of good achievement and outstanding personal development leads to the judgement that outcomes are outstanding. That the school is not yet outstanding overall is because pupils' attainment at the end of Key Stage 1 fell short of what is expected over a period of years. There are positives in the performance of the current Year 2 where improved use of assessment and target setting have led to more able pupils reaching the higher levels they are capable of but this has not always consistently been the case. Sustaining this improvement is a key area for the school's development. To the school's credit its accurate self-evaluation has already identified the reasons for this apparent underachievement. There are plans and procedures in place that are effectively addressing what was a weakness. This is a good example of the successful track record that has been established alongside accurate self-evaluation and effective target setting to underpin a good capacity for sustained improvement.

Provision is good with some outstanding features in aspects of teaching, and in the interesting and vibrant curriculum which is very much responsible for pupils' keen attitudes and good attendance. A relative weakness is in the lack of opportunities for pupils to develop their multicultural awareness, but this too has been recognised and is already included in the school's development planning.

The headteacher leads the staff and governors as a strong team. Together they ensure that pupils' learning and well-being are central to all decisions taken. Staff know pupils well and relationships are excellent; characteristics that are highly valued by pupils, parents and carers. At Nancledra every child truly matters. Outstanding care, guidance and support are undoubted strengths of the school. These are deeply rooted in Reception and set the tone for the school's extremely positive ethos. Children are encouraged to be considerate from the outset and this pays dividends in terms of working and playing together higher up the school. Behaviour, although not perfect, is outstanding. 'It's really friendly here!' is a view common among pupils and staff alike.

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

- Ensure that recent improvements in the attainment of pupils at the end of Year 2 are sustained by consistently providing sufficient challenge for more able pupils.
- Improve pupils' awareness and understanding of life in a multicultural society and develop the school's already good contribution to community cohesion by establishing and developing greater links with schools and communities in other contrasting parts of the United Kingdom and in other countries.

## Outcomes for individuals and groups of pupils

**1**

As was evident in all lessons observed, pupils enjoy learning. They respond very readily to the interesting work they have to do and to the way they are treated. It is no surprise that, notwithstanding those parents who take pupils for extended holidays in term time, the attendance of the large majority of pupils is good. Pupils, including those with special educational needs and/or disabilities, make at least good progress from the time they arrive until they leave for secondary school. Pupils' attainment at the end of Year 6 in 2009 was well above average. Current work and school tracking records indicate that standards are likely to be close to this again this year with pupils well prepared for future study. School tracking shows that progress has been most marked in Reception and Years 3 to 6 with some pupils making outstanding progress. Pockets of underachievement, particularly affecting more able pupils in reading and mathematics at Key Stage 1 and writing at Key Stage 2, are being successfully addressed. This is having a very positive impact on the overall profile of attainment, but there is more to do to ensure that this is sustained, especially in Key Stage 1.

Pupils are adamant that they feel safe and know who to turn to if they have a problem. They have a very clear understanding of how to stay fit and healthy and are justly proud of the Healthy School award. A very strong feature of pupils' outstanding contribution to the school as a community is that playground mentors are seen as being as dependable as staff in solving problems. The excellent school council and active school parliament give pupils opportunities to take responsibility and they relish it. Pupils have an excellent awareness of right and wrong and an acute sense of what is fair. This triggers not only consideration for others in the school but has inspired fundraising and support for those less fortunate than themselves. Social development is outstanding with pupils prepared to work and play with others regardless of age or ability. Excellent examples were seen in a Year 1 mathematics lesson debating whether to spend or save and a Year 2 session testing research skills to find out about sharks. Shared evaluation and constructive criticism made a strong contribution to the quality of learning.

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*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>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Pupils' good learning is directly proportional to the quality of teaching and the outstanding curriculum on offer. This was evident in a variety of lessons observed. Pupils were captivated in a Year 6 literacy lesson collectively adding to, and amending, basic sentences in the pursuit of creativity. More able pupils confidently led the way, revelling in the beauty of the language they had created. An excellent Years 3 and 4 lesson skilfully brought together a literacy theme based on the Ted Hughes book, *The Iron Man*, with an investigation exploring the characteristics of living things. Progress in science and literacy was outstanding. In a distinct and recent improvement, teachers' questioning expertly probes for understanding and ensures all pupils, especially the more able, are challenged. This is proving fundamental to improvements in the understanding and performance of pupils, particularly in Year 2, where pupils benefit from being in a small single-age class.

The curriculum is very well planned to avoid undue repetition in mixed-age classes and is based on good assessment of what pupils know, can do and already understand. It extremely successfully provides broad, relevant and balanced opportunities for learning and problem solving. It was difficult to stop pupils talking about the enrichment activities on offer!

Strengths already detailed in pupils' personal development are founded on the excellent way the school cares for pupils. There are outstanding examples of how those with special educational needs and/or disabilities are supported. Teaching

<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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assistants make a strong contribution in ensuring that all such pupils are fully included in all activities.

*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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher's clear vision for the school is well communicated and translated into action and initiatives by the staff acting as a team. There is a determined commitment to driving up standards while preserving what are already strengths. Self-evaluation is built on good monitoring of teaching and learning and on assessment of how improvements can be made. Governance has been improved since the last inspection. Although there is still more to do, governors are now in a position to challenge the school on the impact of decisions made on pupils' learning. Financial management is of high quality. Staff and resources are particularly well deployed and the school presents a very good learning environment; factors which result in outstanding outcomes. All safeguarding requirements are robustly met and risks are regularly evaluated.

The school effectively ensures pupils have equality of opportunity and there is no discrimination. Despite the lack of opportunities for multicultural awareness being raised in this report as an area for improvement, the outstanding contribution the school makes to local life means that community cohesion can nevertheless be judged as good overall. Strengths far outweigh weaknesses.

The school maintains outstanding links which enhance pupils' learning with other local schools and outside agencies. Teachers from Nancledra take the lead in encouraging curriculum development and the sharing of good practice.

*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>

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<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children settle in quickly because the induction process to Reception is very supportive. Parental comments such as, 'Staff take excellent care of my child who loves to come to school' are typical. Child-centred and well-planned learning opportunities, based on a commitment to learning through play and hands-on activity, are the order of the day. Progress is good all round, with children emerging as readers and writers, frequently reaching standards above average at the end of their Reception year. Children soon learn to share and take turns. Their behaviour is excellent as a direct result of being stimulated and happy. Teaching is good and often outstanding. Good use is made of observation and assessments to gauge children's involvement and progress. Developing the quality of the already effective outdoor learning space is an area the school has identified for development. That this is in hand is an example of good Early Years Foundation Stage leadership and management.

*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

The vast majority of parents and carers are supportive of the school and much appreciate its place in village life and the contribution it makes to their children's personal as well as academic development. There was no consensus of negative comment to inspectors. Although a very small minority of parents and carers would like to see improvements to communication, with their views more obviously considered, inspectors find that the school's partnership with parents and carers is good.

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

Ofsted invited all the registered parents and carers of pupils registered at Nancledra 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 75 completed questionnaires by the end of the on-site inspection. In total, there are 98 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	68	22	29	0	0	0	0
The school keeps my child safe	58	77	16	21	0	0	0	0
The school informs me about my child’s progress	40	53	35	47	0	0	0	0
My child is making enough progress at this school	39	52	33	44	1	1	0	0
The teaching is good at this school	62	83	11	15	0	0	0	0
The school helps me to support my child’s learning	44	59	28	37	0	0	0	0
The school helps my child to have a healthy lifestyle	57	76	17	23	0	0	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)	49	65	21	28	0	0	0	0
The school meets my child’s particular needs	45	60	26	35	2	3	0	0
The school deals effectively with unacceptable behaviour	43	57	28	37	2	3	0	0
The school takes account of my suggestions and concerns	45	60	24	33	5	7	0	0
The school is led and managed effectively	56	75	17	23	2	3	0	0
Overall, I am happy with my child’s experience at this school	60	80	14	19	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 all 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 pupils' 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.**



4 March 2010

Dear Pupils

### **Inspection of Nancledra School, Penzance TR20 8NB**

It was a real treat to visit your school. Thanks to all those who helped by telling inspectors about life at Nancledra, especially the school councillors and the members of the school parliament. I was very impressed that you obviously enjoy learning. Yours is a good school. Here are some of its highlights.

- You get off to a good start in Reception.
- You make good progress to reach standards that are better than in most schools.
- You are being helped to grow up as healthy, sensible and responsible young people.
- Your behaviour is outstanding (that doesn't mean perfect!).
- Teachers plan really interesting work for you. Their teaching is always at least good and often better.
- The school takes good care of you and keeps you feeling safe.
- Teachers use what they know about you to set targets so you can see for yourselves how well you are doing.
- The headteacher, staff and governors make a really good team and run the school well.

We know that your headteacher, staff and governors are always looking for ways to make Nancledra even better. We have suggested the following things.

- Staff should make sure that those of you who sometimes find work easy are always challenged to reach higher levels.
- Staff should give you more opportunities to find out about how people live in different parts of the United Kingdom and in other countries.

You can help by keeping up the good work. Best wishes for the future.

Yours sincerely

Mike Burghart  
Lead inspector

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