

Kea Community Primary School

Kea, Truro, Cornwall, TR3 6AY

Inspection dates 13–14 July 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Pupils' achievement has improved since 2014. Pupils in both keys stages make good progress and achieve well.
- Teaching is good and teachers make sure that lessons are interesting and imaginatively cover the full range of subjects.
- Pupils' behaviour is good in lessons and relationships throughout the school are of high quality.
- Pupils are exceptionally safe and know that there is always someone to talk to if they have any difficulties.
- Provision for pupils' personal, social and communication development is excellent. Pupils leave the school as articulate, confident and mature young people well prepared for the next stage of their education.
- The school curriculum encourages teachers to plan stimulating lessons, taking full advantage of the locality.
- Parents appreciate the school. They said that everyone looks after each other and that their children receive exactly the right kind of help.
- Pupils are taught British values, and learn tolerance and respect for others.
- The school's leaders, including governors, are ambitious to improve teaching and achievement at the school. Their plans are well focused and already showing evidence of success.
- Children in the early years make good progress. They have simple, weekly targets which are shared with their parents. This means that children finding difficulty with any areas of learning are quickly identified and helped.

It is not yet an outstanding school because

- In a minority of lessons, teachers fail to set work which is appropriately challenging for all groups of pupils.
- In some lessons, pupils are not given enough time to correct and improve their work.

Information about this inspection

- The inspection team observed 16 lessons or parts of lessons, and six were observed jointly with the headteacher. In addition, short visits were made to classrooms and inspectors listened to a number of pupils read. The inspectors reviewed samples of pupils' work in books to check their progress.
- Meetings were held with the headteacher, the deputy headteacher, middle leaders, the Chair of the Governing Body and seven other governors, and three groups of pupils. There were informal conversations with parents and the lead inspector spoke on the telephone to a representative from the local authority.
- The inspectors took account of the 91 responses to the online questionnaire, Parent View, a recent questionnaire to parents undertaken by the school and three letters from parents. They also analysed the 30 responses to the staff questionnaire.
- The inspectors looked at school documents, including information relating to checks on pupils' progress; plans for school improvement; records of the monitoring of teaching; records relating to pupils' behaviour and attendance; the governing body minutes; and safeguarding documents.

Inspection team

Janet Dinsmore, Lead inspector

Additional Inspector

David Westall

Additional Inspector

Full report

Information about this school

- Kea is smaller than the average-sized primary school.
- The headteacher started at the school in January 2014.
- The early years provision is full time in the Reception class.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs is below average.
- The proportion of disadvantaged pupils who are eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals or in the care of the local authority) is below average; there were fewer than five 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.

What does the school need to do to improve further?

- Improve teaching by making sure that teachers:
 - set work which takes account of the abilities and levels of skill and knowledge of all groups of pupils in the class
 - give pupils sufficient time in lessons to correct and improve their work, particularly their writing.

Inspection judgements

The leadership and management are good

- Since her appointment, the headteacher has been successful in improving the quality of teaching and raising pupils' achievement. She continues to be supported by a strong team of senior leaders and governors who are committed to raising standards. Although teaching is continuing to improve, the school is aware that some weaknesses remain.
- The ethos of the school is exemplified by the school's motto, 'A great place to learn and make friends'. Leaders ensure that Kea is a strong, harmonious learning community where behaviour is good and pupils are exceptionally safe.
- Helped by highly effective teamwork from the whole staff team, the teaching of reading and writing continues to improve. Leaders now make sure that the assessments of pupils' work are accurate and use them well to check pupils' progress as they move through the school.
- The school's self-evaluation is accurate and informed by a thorough analysis of the progress of all groups of pupils. The resulting improvement plans are well focused and effectively implemented so that all aspects of the school continue to improve.
- The subjects of the curriculum are linked creatively and pupils benefit from a wide range of trips, visits and visitors. The school's locality is used to its best advantage. Music and performing arts are strengths of the school and provision for pupils' personal, social and communication development is excellent. Pupils learn tolerance and respect for others and British values are effectively promoted.
- The pupil premium is spent effectively on the very small number of eligible pupils so that this group makes good progress in line with others. Leaders and teachers make sure that eligible pupils receive individual help in reading and mathematics when they need it.
- The primary sports funding is spent effectively and has increased pupils' participation in a wider range of competitive sports and outdoor education. Parents said that free access to sports in after-school clubs exemplifies the inclusive nature of the school. It contributes to the school's policy of equality of opportunity for all and helps to prevent discrimination.
- Subject leaders are effective. They regularly check the quality of teaching and how well pupils are making progress in their subjects using a suitable range of indicators. Their work makes a valuable contribution to the school's accurate evaluation of teaching.
- Statutory requirements for safeguarding are met. Governors, in particular, frequently check safeguarding practice, procedures and training. The school makes sure that information is shared appropriately within school and with other agencies to keep pupils exceptionally safe.
- The local authority provides minimal support for the school because its regular checks show that the school is performing well.
- Parents spoke enthusiastically about the ethos of the school. They particularly value the high-quality relationships, how 'everyone looks out for each other' and how all pupils receive just the right kind of help when they need it. They also appreciate the excellent opportunities that all children have to act, sing and dance in school productions. Parents have noticed significant improvements in the quality of communication between the school and parents since the arrival of the new headteacher.
- **The governance of the school:**
 - As shown in a recent audit, governors have backgrounds as varied as finance, the police, education, legal services and human resources. This excellent range of skills helps them to hold the school to account. They make sure that they have accurate information about pupils' achievement and regularly check the work of the school for themselves, providing high-quality reports of their visits. They receive accurate reports from the headteacher and have made sure that teachers are appropriately rewarded for their contribution to the school and the progress of pupils in their classes. They know that there is no underperformance and that teaching is good. They manage the performance of the headteacher effectively. Governors are competent at using data to question senior leaders and know how Kea compares with other schools.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They apply themselves well to learning in lessons and are keen to get on with their work.
- Pupils relate well to each other. They work well together in pairs, especially in the daily reading activities

in Key Stage 1 and when they are checking each other's work in Key Stage 2.

- Very occasionally, when the work set by teachers is too easy or too hard, or when they are not fully involved in class discussions, pupils become distracted.
- Older pupils can apply to help in the playground and the school office. These positions of responsibility, and the application process, offer excellent opportunities for pupils to prepare for adult life and for the next stage of their education.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils know in great detail how to stay safe on the internet. They know about all forms of bullying, including cyber-bullying, and said that bullying is extremely rare, and that any minor falling out is quickly and effectively dealt with by staff. Older pupils said that they were confident they could sort these matters out for themselves, demonstrating their excellent communication skills and moral and social maturity.
- Pupils know how to stay safe outside school, on the roads and at the beach, for example. They know to whom they should talk if they have difficulties.
- The school's comprehensive risk assessments for all activities, including trips out of school, make sure that everyone is exceptionally safe.

The quality of teaching

is good

- Teachers have good knowledge of the subjects they teach and plan activities that motivate pupils so that they learn well. There are clear, high expectations of what pupils will achieve.
- Teachers make sure that pupils' reading and spelling skills are built systematically and that pupils who are struggling are helped catch up. Reading and literacy skills are taught effectively and pupils learn to write well in a range of styles.
- Teachers use marking and other feedback effectively to show pupils what they need to do next. The school's marking policy is applied consistently by all teachers and pupils learn from the mistakes they make. Pupils are made aware of what they need to do to improve their writing and generally take note of this each time they start a piece of work. In some lessons, however, pupils are not given time to correct and improve their work.
- The teaching of mathematics is good and challenges all groups of pupils. Number and calculation skills are taught well so that pupils can apply them to a range of problems. Pupils said that they enjoy mathematics lessons and that work is 'never too easy'.
- Teaching assistants are suitably trained and deployed effectively within lessons to support pupils, particularly disabled pupils and those with special educational needs. Teachers and teaching assistants work well as teams in all classes. They know pupils well and so can question them appropriately to check their understanding.
- In a small number of lessons, teachers fail to set work which challenges all groups of pupils. In these lessons, tasks can be too easy for some and too hard for others.

The achievement of pupils

is good

- Nearly half the pupils in Year 2 achieve at the higher Level 3 in reading and a third do in mathematics. The slight decline in pupils' attainment at the end of Key Stage 1 in 2014 has been arrested and pupils are making good progress in all subjects in Years 1 and 2.
- Over the last three years, results at the end of Key Stage 2 have been in line with, or just above, national averages. Over half the pupils in Year 6 achieve the higher Levels 5 and 6. Inspection evidence revealed significant improvements since national tests in 2014, notably in writing.
- Pupils make good progress in phonics (acquiring knowledge of letters and sounds) and the proportion of pupils gaining the expected level in the Year 1 phonics check was equivalent to the national average.
- Pupils read widely and often. They use their reading skills well in all lessons and by the time they leave at the end of Year 6 they can explain in detail their choices of favourite authors and styles of writing.
- The most-able pupils make good progress throughout the school and reached the expected, above-average levels in reading and mathematics in 2014. Recent improvements mean that the most-able pupils are now also attaining these levels in writing, spelling, punctuation and grammar.

- The very small number of disadvantaged pupils in each class make the same good progress as their peers.
- Disabled pupils and those with special educational needs make good progress, and they also develop good communication and social skills. Their individual needs are well supported.

The early years provision

is good

- The majority of children start in the Reception class with levels of skill and knowledge that are broadly typical for their age, except for personal and social development, and literacy. Children subsequently make rapid progress in reading, writing and mathematics, and in their social skills. By the time they enter Year 1, a large majority have a good level of development in the core skills that they need to continue their education successfully.
- Teaching is clearly focused because teachers use accurate assessments to identify any gaps in children's developing knowledge and skills. Children are set small, weekly targets, and these are shared with parents and teaching assistants to help children make the best possible progress. Teachers and teaching assistants make sure that activities are provided that enable children to make good progress in all areas.
- Occasionally, planned activities are slightly restrictive and do not allow children to develop their imagination and creativity.
- Children's behaviour is good, and they respond to instructions quickly and play well together. They know they are safe and learn to use equipment safely.
- Parents said that their children make a good start. They are very much involved in their children's learning because of the excellent communication with the school, not least through the sharing of weekly targets.
- The early years leader tracks children's progress carefully, and adjusts the provision to ensure that all areas of learning and development are suitably covered. There is a good working relationship with the pre-school provision on the school site so that the children have a smooth transition into Reception helped by frequent visits and opportunities to play together.

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

Unique reference number	111861
Local authority	Cornwall
Inspection number	449570

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	206
Appropriate authority	The governing body
Chair	Maureen Woodhouse
Headteacher	Katherine Warren
Date of previous school inspection	7–8 July 2010
Telephone number	01872 272265
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