

Tribal  
1-4 Portland Square  
BRISTOL  
BS2 8RR

T 0300 123 1231  
Text phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 0117 311 5319  
**Direct F** 0117 315 0430  
**Direct email:** matthew.parker@tribalgroup.com

15 June 2011

Mr P Banks  
Headteacher  
Padstow School  
Grenville Road  
Padstow  
PL28 8EX

Dear Mr Banks

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Padstow School**

Thank you for the help which you and your staff gave when I inspected your school on 15 June 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please pass on my thanks to your staff, the pupils and the chair of the governing body.

Since the previous inspection there have been several changes within the school. A new deputy headteacher has been appointed, responsible for mathematics, special educational needs and gifted and talented provision. New procedures for tracking and monitoring the performance of pupils have been introduced. New arrangements for intervention strategies have been developed, including the re-deployment of some non-teaching staff. One teacher has left the school. Building work to develop the learning environment for children in the Reception class has been completed. This building work also involved considerable development to the infrastructure for information and communication technology. Very recently the Department for Education has approved the school's plan to become an academy.

As a result of the inspection on 11 March 2010, the school was asked to address the most important areas for improvement, which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements, and good progress in demonstrating a better capacity for sustained improvement.

Key Stage 2 results in 2010 improved on previous levels. Pupils' attainment is now average overall. This represents an improvement from below-average attainment in mathematics. Teacher assessments and current work indicate that attainment across Key Stage 2 is now average and improving. Previous variations between English and



mathematics have now been closed. A larger proportion of pupils now attain higher levels, especially in English. This trend is continuing so that significantly more pupils are currently on track to achieve higher grades than the national average in 2011 and 2012. Attainment by the end of Year 2 for 2011 also improved, particularly in writing and mathematics, and is now average. Pupils' progress increased in 2010 and was satisfactory overall. Pupils made good progress in English between Years 2 and 6. Current work in books, lessons and analysis of school data indicate that progress continues to accelerate.

School leaders and managers have worked effectively to develop a collective responsibility across the school for pupil outcomes. The leadership team has been strengthened through the appointment of the deputy headteacher. Actions to address the quality of marking and feedback have led to much more consistent practice. Priorities to improve the quality of teaching and learning have impacted positively. Inspection evidence and school and local authority monitoring show that good teaching and use of assessment information are resulting in higher attainment and better progress for pupils. Good use is being made of the new tracking system to bring about improvements in academic outcomes. Regular opportunities for the moderation of pupils' work is contributing well to ensuring a more consistent approach to school judgements and self-evaluation. Pupil-progress meetings between teachers and senior leaders develop teachers' evaluative skills well. These meetings have raised expectations of pupils' capacity to achieve in lessons. Improved day-to-day assessment strategies in lessons means activities are more closely matched to pupils' ability and accelerate rates of progress. Targeted intervention and catch-up or checking activities in Boomerang Books are successful in ensuring that taught knowledge, skills or understanding are embedded in pupils' learning.

For children in the Reception class the learning environment has been significantly improved. Both indoor and outdoor learning areas are now clearly labelled and designed to stimulate children's interests. The new larger classroom enables all areas of learning to be effectively provided for, with easy access to resources for children, including direct free-flow access to activities outside. Strong partnership work with the local authority has improved the quality of adult support in lessons to facilitate learning, developed the use of observations to inform planning, and increased the accuracy of assessment judgements through moderation work. As a result, the quality of teachers' planning and the engagement of children in their learning have improved. Good teaching now develops and fosters children's interests in language well. A rich climate for discussion and communication encourages and nurtures children's views and thoughts carefully.

Teaching is now consistently good throughout the school. Strong subject knowledge, including detailed, differentiated planning, enables pupils to be challenged at their appropriate level. One pupil stated, 'We have better challenge now at our level, or just above, to help us move on.' Pupils work well in pairs and groups to carry out role-play activities or to write play-scripts. In these situations, peer- and self-



assessment opportunities are key features of successful learning. Curricular targets are used successfully to evaluate pupils' learning. Skilled teaching assistants make a significant contribution to pupils' learning because they expect pupils to do as much as possible for themselves. Year 2 pupils manipulate their use of words well when they use verbs to create movement poems in groups. Good cross-curricular links in Year 6 promote mathematics well and enable pupils to apply their skills to find prime numbers using Eratosthenes' Greek sieve method. Role-play hot seating for Year 4 pupils develops open-ended questioning skills well.

Marking and feedback in books illustrate a much wider range of strategies deployed by teachers. Peer- and self-assessment toolkits help pupils to successfully evaluate their own learning. Support staff offer valued and effective comments. Highlighted feedback 'pink to think' and 'green for go' provide simple, visual records to pupils about their achievements and next steps in learning. Pupils agree that individual attention, more time to correct misconceptions and the presentation of their work have all improved as a result of developments made. Pupils are now better informed and knowledgeable about how to reach their targets because of improvements to and a more consistent use of marking and targets. Pupils appreciate these improvements and recognise the positive impact they have had, most notably on the good behaviour and independent learning seen in lessons. One pupil commented, 'Teaching is now more personalised because teachers know our own levels better.'

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Richard Light

**Additional Inspector**



## Annex

### **The areas for improvement identified during the inspection which took place in March 2010**

- Improve the progress of children in the Early Years Foundation Stage by:
  - making more use of the children’s capacity for acting independently and initiating more challenging activities.
- Improve teaching so that it matches the quality of the best practice in the school by:
  - encouraging teachers to have higher expectations of what pupils, especially the more able, can achieve in lessons.
- Improve the quality of pupils’ learning and progress by:
  - giving more consistent feedback, including marking, so that pupils understand their progress better and how they can improve their work.