

# Pondhu Primary School

Penwinnick Road, St Austell, Cornwall, PL25 5DS

**Inspection dates** 18–19 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils throughout the school enjoy learning together and make good progress.
- Pupils with special educational needs and those who join the school in Years 3 to 6 are well supported and also make good progress.
- Teaching is consistently good. Lessons are interesting with work well matched to pupils' needs. Pupils' responses in lessons are positive; they are keen to do well.
- The school places a strong emphasis on the pupils' spiritual, social, moral and cultural development with interesting opportunities for reflection woven through the curriculum.
- Pupils behave well. They appreciate the good care they receive and feel safe. Attendance has improved over time and now matches the national figures for primary schools.
- Staff and the governing body work well together and there is a strong team approach to school improvement.
- Senior leaders and members of the governing body have a very accurate picture of the school's strengths and weaknesses. Their drive and ambition has moved the school forward since the last inspection.

### It is not yet an outstanding school because

- The school has not found ways to develop quickly enough the writing and number skills of pupils who find learning a struggle.
- Higher-ability pupils are not always given enough opportunity to use their initiative to start their own learning and develop their own enquiry skills.

## Information about this inspection

- Inspectors observed 19 lessons, of which three were joint observations with the headteacher.
- Additional short visits were made to lessons to talk to teaching assistants and observe intervention activities.
- Meetings were held with pupils from the school council, members of the governing body and the senior management team, which includes the Chair of the Governing Body. A discussion was held with a representative of the local authority.
- Inspectors heard children read and also observed morning playtime and lunch breaks, and attended three assemblies.
- Pupils' work was scrutinised, including the 'Learning Journeys' records of the youngest children. Displays around the school were also examined.
- Note was taken of the 16 responses to the staff questionnaire, the 24 responses made to the online questionnaire (Parent View), and three letters from current and former members of the teaching staff. An inspector met some parents and carers informally at the start of each day.
- A range of documents were looked at, including the school's information on pupils' progress, lesson planning, school self-evaluation and monitoring documentation, and records relating to behaviour, attendance and safeguarding.

## Inspection team

Anne Wesley, Lead inspector

Additional inspector

Alex Baxter

Additional inspector

## Full report

### Information about this school

- The school is an average-sized primary school.
- It has eight single-age classes, including both a Reception and a Nursery class for children in the Early Years Foundation Stage.
- Most pupils are of White British heritage.
- The proportion of pupils joining or leaving the school at other than the normal times is above average.
- An above-average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care, children from service families and pupils known to be eligible for free school meals.
- The proportion of pupils supported at school action and school action plus is above average. The proportion of pupils with a statement of special educational needs is also above average.
- A breakfast club and after-school club are available, but as they are managed independently, they were not part of this inspection.
- The school meets the government's current floor standards, which sets the minimum expectations for pupils' attainment and progress.

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

- Raise pupils' attainment in numeracy and writing by:
  - enabling pupils struggling with learning to develop and practise their basic skills in real-life situations
  - challenging higher-ability pupils to take more responsibility for their learning by extending their thinking and working more independently as they move through the school.

## Inspection judgements

### The achievement of pupils is good

- Children enter school with skills that are well below the levels expected for their age. All pupils, whatever their age or ability, show a genuine interest in learning and achieve well.
- In response to improving teaching, progress in the Early Years Foundation Stage and through the school has accelerated since the last inspection and is now good.
- Pupils make the fastest progress in Years 3, 5 and 6 where their good gains in speaking and listening, learning together, and information and communication technology skills enable them to take more personal responsibility for their learning.
- Pupils made good progress in most lessons seen by the inspectors. In one mathematics lesson, for example, pupils' active involvement in finding a solution to a problem set by the teacher enabled them to produce a list of actions, which they went on to apply to a series of other problems.
- On occasion, the progress of lower-attaining pupils in numeracy and writing varies because of some inconsistency in the way teachers expect pupils to fully explain their ideas and work. Similarly, higher-ability pupils are not always challenged to think about and start their own learning.
- The school's accurate records of pupils' progress also show improved and sustained learning and achievement across the school. Pupils with special educational needs, including some arriving other than at the normal time from other schools, are well supported and make good progress. Pupils supported by the pupil premium also make good progress, and benefit from close adult support and inclusion in a full range of extra-curricular activities and residential visits.
- All pupils achieve well to attain broadly average standards in reading. Children in the Nursery and Reception classes develop a good understanding of letters and sounds, and gain the confidence to use this knowledge to tackle new words.
- Start-the-day family reading sessions enable pupils to develop their skills in a step-by-step way as they move through the school and make confident use of the school library to continue their enjoyment of books.
- Pupils also develop good speaking and listening skills as they move through the Reception class into Key Stage 1. For example, pupils in Year 1 showed a good range of vocabulary as they acted out the story of *Handa's Surprise*.

### The quality of teaching is good

- Teaching is typically good with some examples of outstanding practice. In a Year 2 class, the children were excited by their writing task as it was closely linked to the museum they were creating with historical artefacts brought in from home. The good quality of their report writing reflected their enthusiasm and the skilful way they were taught how a report should be written.
- Teachers manage pupils' behaviour sensitively and very effectively, and adapt their teaching carefully so that pupils remain interested and sustain positive attitudes to learning. This is especially the case in Year 6 and in assemblies where pupils respond well to the teacher's high expectations.
- Pupils try hard in their lessons and respond positively to the high expectations of their teachers. At times, some pupils are frustrated by their lack of basic skills because the work produced is not as good as they would like.
- Assessment practice has been improved since the previous inspection. Teachers' lesson planning is often adapted by assessments made during lessons so that there is a close match between the work set and the individual pupils' needs and interests. For example, in the Nursery and Reception classes, children showed great enthusiasm for the '*Bear Hunt*' story. Children said, 'It is our favourite book.' So acting, writing, building a cave, counting and sorting bears, and

following 'footprints' all enhanced children's learning.

- Pupils have their own targets in numeracy and literacy, and so know what to do next to improve their work. This is reinforced in their exercise books where the teacher's marking shows them how their work could have been better.
- Pupils in Years 4, 5 and 6 are given good opportunities to take responsibility for their learning, for example, in Year 5 by working in pairs to edit and improve their play scripts, and in Years 4 and 6 by explaining their thinking. However, these are not regular strengths in all classes.
- Pupils with special educational needs are taught well and benefit from good additional support from capable teaching assistants. All staff fully support the daily family reading sessions in every class, which promote helpful relationships with parents and carers and continue good reading at home.

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

- There is a very welcoming atmosphere throughout the school. Pupils are polite, courteous and get on well with each other and adults. They enjoy school and are keen to learn. They are expected to behave well, and they do. Parents and carers, staff, members of the governing body and pupils all agree that behaviour in lessons and around the school is good.
- Teachers and teaching assistants establish good relationships with their classes. As a result, pupils are happy to contribute to the lessons and listen well to each other. Very occasionally, a few pupils become frustrated by their limited skills and need adult help to settle at their work.
- Pupils are aware of the different forms that bullying can take and say it happens very rarely. Playtime is a pleasant social occasion enjoyed by the pupils who say, 'We have lots of things to do and equipment to play with.'
- Pupils understand potentially harmful situations, including the misuse of the internet and mobile phones. They would know how to act if something seemed dangerous. They feel safe.
- Pupils respond well to the teachers' high expectations of good behaviour, especially in assemblies where celebrating achievements and themes such as 'perseverance' also develop the pupils' respect toward each other and all members of the school community.
- Pupils are often asked to reflect on how the behaviour of others can be important to them. For example, in assembly, they were asked to think about the perseverance shown by Derek Redmond and his father in the Barcelona Olympics, and were visibly moved by the story. Similarly, pupils in Year 6 responded thoughtfully when asked to consider if 'borrowing a million pounds makes you a millionaire?'
- The pupils' improved and now average attendance reflects their increased enjoyment of school and the staff's good partnership with parents and carers to reduce the numbers of families taking holidays in term time.

### **The leadership and management are good**

- Strong leadership by the headteacher has brought improvement since the previous inspection. The senior management team, which includes the Chair of the Governing Body, fully shares the drive to raise standards and provides good support.
- Rigorous self-evaluation, including by the governing body, identifies the right priorities for school improvement. Senior leaders also undertake frequent visits to classes to monitor teaching. They use information effectively to plan staff training and improve their performance.
- As a result, improved provision in the Early Years Foundation Stage, strengthened work of teaching staff and improved pupils' achievements, especially in reading and writing, show a secure capacity for further improvement.
- Some other actions, however, to extend pupils' real-life learning experiences and independent learning skills, have not yet been established to best effect in all classes.
- The local authority has worked supportively to bring improvement and provides effective

guidance. The school's close collaboration with local schools is mutually beneficial to the teachers from the schools working and training together, and helps sustain equality of opportunity and achievement for all its pupils.

- The pupils' spiritual, moral, social and cultural development is promoted very well. Good relationships support the pupils' learning and progress. Pupils know they are valued and respected, and learn effectively together. The school strives hard to eliminate any discrimination and to try to ensure equal opportunities for all.
- The curriculum is organised well and enables pupils to widen their experience and learn in interesting ways. It is enriched by well-attended extra-curricular activities, such as the residential visit to London and visitors to the school who provide pupils with a wider view of the world.
- Safeguarding procedures are secure; parents and carers and pupils know they are safe in school. The pupils are well cared for and know that help will be there should they need it.
- **The governance of the school:**
  - has a good understanding of the school's strengths and areas for development, and supports and challenges the school well
  - makes financial decisions effectively and according to priorities for improvements to meet pupils' needs
  - checks to ensure that pupils in receipt of the pupil premium funding make good progress and take part in all school activities
  - fulfils its statutory obligations with regard to safeguarding.

## 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>	111984
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	405368

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	239
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Leaity
<b>Headteacher</b>	Deborah Tregellas
<b>Date of previous school inspection</b>	13–14 September 2010
<b>Telephone number</b>	01726 74550
<b>Fax number</b>	01726 74550
<b>Email address</b>	head@pondhu.cornwall.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

