

# Pennoweth Primary School

Drump Road, Redruth, Cornwall, TR15 1NA

**Inspection dates** 28–29 November 2012

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

## Summary of key findings for parents and pupils

**This is a school that requires improvement. It is not good because**

- Although teaching is often good it is not consistently so and pupils' progress is not good, especially in reading.
- Teachers do not always check pupils' learning accurately so new work is sometimes too easy for some pupils and it does not ensure they make good progress.
- The gaps between the achievement of pupils who are known to be eligible for free school meals and those with special educational needs and the rest of the pupils are closing, but not as quickly as they should.
- The range of activities and the way subjects are planned do not inspire and motivate pupils' interests as well as they could and do not ensure boys and girls make similar good progress.
- The new headteacher has put into place a number of effective plans to improve teaching but it is too soon to see the full impact on accelerating all pupils' progress.
- Governors are well focused on supporting the school in its improvements but do not as yet hold the senior leaders to account for its performance.

**The school has the following strengths**

- The headteacher has provided strong leadership and a clear view as to what is needed for the school to improve. This has already resulted in much improved behaviour of the pupils and stronger partnerships with parents.
- The needs of pupils who are vulnerable because of hardships in their lives are met extremely well by the strong support of all staff and in particular by the pastoral team led by the special educational needs coordinator.
- Children in the Nursery and Reception classes make a good start to their learning.

## Information about this inspection

- The inspection was carried out with one day's notice.
- The inspectors observed 22 lessons led by 11 members of staff. Many of these lessons were joint observations undertaken with the headteacher.
- The inspectors held meetings with three members of the governing body, with pupils and with a representative from the local authority. In addition to a number of meetings with members of staff, the questionnaires completed by 23 members of staff were taken into account.
- Inspectors gathered the views of parents through informal meetings, both before and during school, the scrutiny of the Ofsted website Parent View, and from five letters sent in to the inspection team.
- Inspectors listened to pupils read in Years 2, 5 and 6.
- The inspectors reviewed a wide range of documentation including the school's analysis of pupils' progress, teachers' lesson plans, the school's action plan, local authority reports, leaders' monitoring records, pupils' work and the record of checks made on the eligibility of staff to work with children.

## Inspection team

Hazel Callaghan, Lead inspector	Additional Inspector
Mark Anderson	Additional Inspector
Victor Chaffey	Additional Inspector

## Full report

### Information about this school

- The school is larger than most primary schools.
- The vast majority of the pupils are of White British heritage, but there is an increasing number of pupils from minority ethnic groups.
- The number of pupils learning English as an additional language has grown significantly this year, especially in the Nursery and Reception classes. Currently, there is 8% across the school, which is below average, but 20% in the Nursery and Reception classes together, which is greater than usual.
- The number of pupils known to be eligible for free school meals is above most schools nationally. These pupils are entitled to additional funding called the pupil premium.
- The proportion of pupils who have special needs supported at the school action level is broadly average.
- Those supported at school action plus is also broadly average, as is the number of pupils with statements of special needs.
- A significant proportion of pupils have been identified as potentially vulnerable due to challenges in their lives.
- The school meets the current floor standards set by the government, which determine the minimum expectations for attainment and progress.
- Since the previous inspection there has been a number of changes to teaching staff. The headteacher was appointed at Easter this year after supporting the school as part-time acting headteacher from January 2012. A new senior leader was appointed in September.
- No pupils attend alternative provision.

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

- Strengthen teaching so that all pupils make good rather than only adequate progress, particularly the boys in reading and writing, the girls in mathematics and pupils eligible for free school meals who are in receipt of the pupil premium.
- Make sure every teacher plays a part in raising pupils' achievement by:
  - ensuring teachers make accurate checks of pupils' learning and progress and this information is used effectively to inform planning so activities match the different abilities and needs of the pupils
  - raising teachers' expectations for what all pupils can achieve.
- Ensure that the way subjects are planned meets the learning needs of all pupils, especially boys in reading and writing and girls in mathematics, so they can make good progress, by:
  - using modern technology to support and enhance their learning
  - providing activities that extend pupils' experiences and excite pupils so they want to learn.
- Ensure governors have sufficient knowledge about the school's performance so they are able to judge its effectiveness, provide challenge for senior leaders and work with them to seek the highest achievement for all pupils, especially those in receipt of the pupil premium.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Although an improving picture, pupils' progress is inconsistent across the school due to variations in the quality of teaching.
- Children enter the Nursery with a range of skills and knowledge that is usually below that expected for their age, although this varies from year to year. Currently, there is also an increase in the number of children in both the Nursery and the Reception classes who are in the very early stages of learning English as an additional language. Whatever their starting points, children in the Nursery and Reception classes make good progress to reach broadly average levels of skills by the time they move into Year 1.
- The quality of pupils' work in Year 2 and Year 6 has been improving over the last three years and attainment is now broadly average in both key stages. This is a significant improvement from the attainment seen in the past in Year 6 which was caused by the previous underachievement of pupils in the older classes. There remain some inconsistencies; girls reach higher standards in reading and writing than the boys, whilst the boys are more successful in mathematics than the girls.
- Reading remains the weakest area in pupils' progress, but this too is improving. The teaching of letters and the sounds they make is well established in the youngest classes and the daily sessions on the teaching of reading in all classes are enabling pupils to make better progress.
- Progress in all year groups is improving. The previous poor progress in some of the older classes has been halted and most pupils now make at least the expected progress. Some pupils are already making good progress. Pupils learning English as an additional language, for example, make good progress in their work, but those eligible for free school meals who are supported by the pupil premium funding are still behind other pupils in their learning.
- The gaps in learning and progress are closing for all pupils. Those who have special educational needs or disabilities are supported well and they are making stronger progress than in the past as teaching improves and activities are better suited to their learning needs.
- Children who may have barriers to their learning because of difficulties in their lives are very well supported so they are able to concentrate on their learning. Some are now making good progress because of this support.

### The quality of teaching

### requires improvement

- Teaching requires improvement because, although it is often good and sometimes outstanding, it does not enable pupils to make consistently good progress in their learning. This is because teachers' checks on pupils' work and progress are not yet completely accurate. Not all teachers are thorough in the way they use their evaluations of what pupils know and can do to effectively plan activities which will move them on quickly.
- Teaching in the Nursery and Reception classes is good. The staff have a good understanding of how these young children learn and provide a stimulating environment both in the classrooms and in the safe area outside for children to experiment and explore.
- In all classes relationships between the teachers, the teaching assistants and pupils are very positive. Pupils enjoy their lessons and say their teachers help them to understand new work. Teachers have high expectations for pupils' good behaviour and use a wide range of positive strategies so there are rarely any interruptions to lessons.
- In the best lessons, particularly in the oldest classes, teachers use a good range of ways to help pupils learn effectively. They often question pupils well, probing their understanding and then adapting the activities so they move them on more quickly.
- Teachers mark pupils' work thoroughly, showing them what they have done well and what can be improved. Pupils understand the process and mark each other's work using the same

evaluations which enable them to make increasingly effective progress.

- Pupils understand their targets which set out what they must learn next. Many in the oldest classes actively try to meet these targets so their work is of a higher standard.
- Teaching assistants are used well to support pupils' learning. Many are highly skilled and confidently teach small groups, for example pupils known to be eligible for extra funds, extending their understanding well. They work well with pupils learning English as a new language and those with special needs, increasing their understanding so they are able to work successfully with the rest of the class.
- The teaching of reading through the school has improved and there is a greater focus on teaching the skills pupils need to be able to read more widely to support their learning. The daily sessions of guided reading and learning about letters and sounds are enabling pupils to make better progress than in the past.
- The promotion of pupils' spiritual, social, moral and cultural development is adequate. Activities do not always grab pupils' interest and motivate them to find out more.

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

- Pupils behave well in their classes, in assembly, at break times and around the school. They enjoy their activities and want to do well. Pupils often show good levels of concentration and attention in lessons and respect for each other's work and effort. Lessons are rarely disrupted.
- They are developing good levels of confidence in the work and recognise how to make it better. They take difficulties in their stride and try again. This was seen clearly demonstrated in a mathematics lesson where many were finding subtraction sums tricky.
- Pupils are polite and friendly and courteous to visitors. Pupils say behaviour has improved a lot since the new headteacher arrived and is now good. Bullying of any kind is rare, especially any physical, emotional or cyber bullying.
- Pupils recognise that some children get upset easily, but that they are really trying to be sensible and behave well. Any name calling is to do with minor arguments or frustration and pupils say any problems are quickly sorted out by the staff. Parents and carers believe that behaviour is good and few had any concerns.
- Pupils say they feel very safe at school. They identify possible hazards and suggest sensibly ways to keep themselves and others safe. They have a good understanding of the dangers of internet safety.
- Pupils' attendance to school is improving. Usually a little below average, it is currently above. Strategies to encourage parents to get their children to school regularly are having a positive impact.

### **The leadership and management requires improvement**

- The headteacher's leadership is clear and purposeful. His determination that all pupils should have the best chances of being successful has been at the heart of school improvement since he arrived. He quickly addressed issues of inadequate teaching and is working effectively on ways to improve teaching further, but there has been insufficient time as yet to see the full impact of this work.
- Systematic checks on the quality of teaching and information on pupils' progress are providing a baseline from which the identification of next steps in improvement are accurately identified. The need to ensure teachers' checks on pupils' learning are accurate and used effectively to plan new work was quickly identified as an essential factor in raising achievement.
- Teachers' marking is now consistently focused on helping pupils understand how to make their work better. The new system in setting targets for pupils' next steps has been shared with parents, and pupils now have a good understanding of what they are working towards. This has enabled the older pupils in particular to be more independent in their learning and to aspire to a

better standard of work.

- Good levels of support for new teachers and well-chosen professional training linked to the school's priorities underpin these improvements. Teaching assistants play an important part in pupils' learning and they too have benefited from professional training which has enabled them to take the lead in teaching groups and classes in a variety of subjects, such as art.
- The school's curriculum has been broadened so pupils have the appropriate range and balance of subjects. Pupils say they enjoy their lessons, but differences in the performance of girls and boys remain. Many pupils have a very limited range of experiences on which to build their learning and the curriculum lacks the excitement and richness of opportunity that these pupils need for them to make consistently good progress. Modern technology is not used as well as it could be to underpin pupils' learning across all subjects so pupils achieve well.
- There is strong leadership of the provision for pupils who are vulnerable and those with special needs, which is having a positive impact on improving their learning so gaps are closing and they make better progress. The additional funding for pupils who have possible barriers to their learning is used well to provide small teaching groups and support when their emotional needs are stopping effective learning.
- Partnerships with parents have improved. The headteacher has used a variety of successful strategies to make parents feel welcomed in school and to improve communications. The impact of these new relationships is that 96 parents attended the recent meeting to explain pupil targets and more parents regularly hear their children read at home.
- **The governance of the school:**
  - The governing body has undergone some changes since the previous inspection. Governors successfully appointed a headteacher who is clearly beginning to have an impact on improving teaching and so raising pupils' attainment. Governors are being provided with more comprehensive information about the school's performance, which is enabling them to ask more challenging questions of the senior leadership team. They are not yet fully aware of the impact of funding decisions, such as the use of the pupil premium, but are working strategically with the new headteacher and with local schools to develop more cooperative working. The cycle of reviewing the management of teachers' performance has not yet been completed but governors are fully involved in decisions being made to improve teaching and to address the inadequate teaching of the past.

## 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>	133406
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	406516

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>	277
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jim Seth
<b>Headteacher</b>	Robert Adams
<b>Date of previous school inspection</b>	25 January 2011
<b>Telephone number</b>	01209 215671
<b>Fax number</b>	01209 215671
<b>Email address</b>	head@pennoweth.cornwall.sch.uk



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