

# Padstow Primary School

Grenville Road, Padstow, Cornwall. PL28 8EX

**Inspection dates** 20 — 21 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	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

- Strong, sustained and focused leadership by the headteacher, senior staff and governors has resulted in substantial improvements in all areas of the school's performance.
- The headteacher, staff and governors have worked effectively together to improve the quality of teaching and learning.
- Achievement is good across all year groups and the great majority of pupils make at least good progress in English and mathematics from the time they enter the school. Current standards of attainment are well above average by the end of Key Stage 2.
- Teaching is good overall and learning activities are typically challenging, and engage pupils' interest well.
- Pupils are proud of their school and there is a strong sense of community. Behaviour is good and pupils say they feel safe.
- The rich curriculum provides a varied and invigorating range of learning experiences which meet the needs of all the pupils.
- There are many opportunities for the development of pupils' spiritual, moral, social and cultural awareness and understanding.

### It is not yet an outstanding school because

- Occasionally, either the level of the challenge or the pace of learning in lessons is not enough for all pupils to make the fastest possible progress.
- The level of attainment at the end of Key Stage 1 does not yet match level achieved at the end of Key Stage 2.

## Full report

### Information about this school

- Padstow is a smaller than average-sized primary school.
- The vast majority of pupils at Padstow (98%) come from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care, and pupils known to be eligible for free school meals and children from service families, is slightly above the national average. There are no children in the school who are looked after by the local authority or from service families.
- The proportion of pupils who have special educational needs and are supported at school action is below the national average. The proportion who are supported at school action plus or by a statement of special educational needs is above the national average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is a member of the Cornwall Academy Trust which at present comprises four primary schools. The school retains its own board of governors and has representatives on the academy's board.
- Padstow Primary School converted to become an academy in July 2011 and became a member of the Cornwall Academy Trust in September 2011. When its predecessor school, of the same name, was last inspected by Ofsted it was judged to be satisfactory.

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

- Increase the proportion of outstanding teaching by making sure that:
  - best practice in teaching and learning is shared more widely, so that all teachers make best use of opportunities to inspire and challenge pupils of all abilities.
  - all lessons are taught at a lively pace and inspire and enthuse all pupils.
- Increase the opportunities for pupils to develop their independent writing skills, particularly in Key Stage 1.

## Information about this inspection

- The inspection was carried out by two inspectors over two days with half a day's notice.
- All full-time staff were observed teaching. A total of 22 lessons were seen. This included two joint observations with the headteacher.
- The inspectors heard pupils from Years 1 and 2 reading individually and observed the teaching of phonics (letter patterns and the sounds they represent).
- Meetings were held with groups of pupils, members of the governing body, subject leaders, the special needs coordinator and members of the school leadership team.
- The inspection team looked at a wide range of evidence which included: the school's improvement plan, the school's data for tracking the progress and attainment of individual pupils and specific groups, performance management documentation, the school's self-evaluation information, minutes of meetings of the governing body and the work in pupils' books.
- Inspectors met parents at the beginning of the school day and the 26 responses to the online questionnaire (Parent View) were considered. Responses from 19 staff questionnaires were also taken into account.
- During the inspection pupils' behaviour was observed, both inside and outside the classroom, and the school's safeguarding procedures were scrutinised.

## Inspection team

Mark Anderson, Lead inspector

Additional Inspector

David Nebesnuick

Additional Inspector

**The achievement of pupils****is good**

- The great majority of children join the school with skills broadly in line with those typical for their age. They settle quickly into the Foundation Stage and make good progress across all areas of learning. The gains made in their social and emotional development demonstrate the importance the school places on educating the 'whole child'.
- Pupils make good progress in mathematics, reading and writing during Key Stage 1. However current standards of attainment in relation to national averages are higher at Key Stage 2 than at the end of Key Stage 1.
- Improvement in the development of reading skills has been strongly supported by daily sessions in phonics (letters and the sounds they make) taught to small groups of pupils of similar ability.
- Progress accelerates in Key Stage 2 so that by the end of Year 6 pupils' attainment is now significantly above average in reading, writing and mathematics. In 2012 the proportion of pupils achieving Level 4, the level expected nationally at the end of Key Stage 2, and the higher Level 5 in English and mathematics was well above the national average.
- Pupils have continued to make increasingly good gains in mathematics in both key stages. This has followed a close focus on the teaching of mathematics to engage and interest the pupils.
- There are no significant differences in the progress made by different groups of pupils. In both English and mathematics the attainment of pupils eligible for the pupil premium is similar to that of other pupils in the school as are their average point scores in both subjects at the end of Key Stage 2. Funds are used well to develop their academic and social skills, helping them to increase their confidence.
- Pupils who are disabled or have special educational needs make very good progress and benefit from good quality support.
- A key reason why pupils make similar rates of progress is because the school's systems for tracking each pupil's level of progress and achievement are very detailed and accurate. The tracking data is carefully analysed to establish any areas that are in need of strengthening and any individual pupils or groups who require additional support.
- The parents who completed the on-line survey in Parent View consider that their children are making good progress.

## Inspection judgements

### The quality of teaching

is good

- The teachers' enthusiasm, experience and subject knowledge ensure that the great majority of lessons are well-planned and engage all the pupils.
- Most learning tasks and activities are challenging and thought-provoking which means the pupils' attitude to learning is positive and they genuinely enjoy their learning. This enjoyment was extremely evident during a Year 5 mathematics lesson when pupils were excitedly working out how much it would cost their form teacher to take them 'paintballing' and to a bowling alley.
- The breadth and excitement of learning were further shown during the inspection when a 'Space Day', involving pupils from other local schools, took place as part of a themed week. This included the launching of 'home-made' rockets.
- In most lessons teachers ensure that learning runs at an appropriate pace and the teachers questioning skills keep all pupils focused and involved. Occasionally the pace of lessons slows a little when teachers spend too much time explaining the lesson objectives and this slows pupils' progress slightly. Also, on occasion, activities lack sufficient challenge for some pupils. There is not yet enough outstanding teaching.
- Staff who teach children in the Early Years Foundation Stage have adapted their planning and observations to ensure they are in line with the new framework for children of this age. The teaching of phonics to children in Reception and pupils in Year 1 and 2 is done well. It is adapted to suit different levels of ability in order that pupils learn successfully.
- Marking and feedback in almost all year groups are very effective in helping pupils meet their learning targets.
- Individual teachers regularly check and accurately judge pupils' rates of progress. Pupils know their targets for learning and what is required for them to achieve at different levels.
- Teaching assistants are deployed very well to provide extremely effective intervention and support, particularly for pupils with disabilities or special educational needs. This support is carefully focused to meet the learning needs of individual pupils.
- All parents who responded to the school's questionnaire, completed the on-line Parent View questionnaire or spoke to the inspectors believed that their children were taught well and made at least good progress.
- The staff place a strong emphasis on outdoor learning and the pupils have derived a great deal of benefit from leaning activities and experiences in the Science Garden and Sensory Maze. Teachers also give pupils confidence in the use of different equipment, including computers.

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

- Behaviour in lessons and around school is consistently good. Pupils are supportive and respectful of each other. This consideration has a positive impact on the quality of learning and contributes to the caring ethos which is found throughout the school.
- As they start school children in the Early Years Foundation Stage are taught what is expected regarding good behaviour. These expectations are reinforced as pupils progress through the school and the older pupils provide very strong role models.
- Parents have a very positive view of behaviour. They appreciate that the school is caring and that the staff are approachable and will deal appropriately with issues.
- Pupils are very polite towards staff and visitors. They are taught to show respect and consideration for others. They get on well with each other across the age groups in lessons and on the playground areas where they show a good awareness of each other and how to keep safe. There are few incidents of inappropriate behaviour recorded.
- Pupils have good attitudes towards learning and quickly settle to the tasks they are set with enthusiasm although sometimes a small minority lose concentration which results in a few minor interruptions to learning.
- Pupils are keen to take an active part in school life and take on a variety of roles and responsibilities. The school council provides a pupil voice that is listened to and the school's clubs and after-school activities which include sailing, cookery, 'exciting writing' and karate are well-attended and enjoyed.
- The school has worked hard with parents to encourage more consistent attendance. This has resulted in improving levels of attendance in recent years.
- Pupils say they are well cared for and feel safe at school at all times. Those who spoke to inspectors feel able to speak to an adult if they have a problem. They show a clear understanding of what constitutes bullying, including physical, emotional and cyber bullying and commented that the adults always deal with any instances of inappropriate behaviour quickly, fairly and firmly.
- Any pupil with behavioural difficulties is extremely well supported by well-trained staff. They work hard to ensure equality of opportunity for every child and contribute very successfully to maintaining a very strong inclusive ethos where there is an absence of discrimination.

**The leadership and management are good**

- The school is led resolutely by the headteacher, who is ambitious and committed to the school's ongoing development. The school's leadership team have a good understanding of its strengths and how to improve further.
- The headteacher has established an excellent quality of teamwork with colleagues, governors and staff, both within Padstow and across the Academy Trust as a whole. Staff morale is high- as one member of staff said, 'Everyone at Padstow is encouraged to grow and succeed'.
- Since the school joined the Trust in September 2011 numerous links and strong learning partnerships have been established. Membership of the Trust has enabled a sharing of skills and expertise which has already had a very positive impact upon the school's overall performance. The headteacher has regular meetings with the Trust directors and the leaders of the other three primary schools.
- Led by the headteacher, subject leaders collect detailed data on pupils' attainment and progress. The information is analysed accurately and pupil progress meetings are scheduled every term to identify those pupils who may be falling behind or not making expected progress. Appropriate support and intervention are put in place.
- The school's self-evaluation is detailed and accurate and the school improvement plan is clearly focused through success criteria, targets and timelines.
- Improvements to outcomes for pupils, attendance and the quality of teaching during recent years, including both before and after the school became a member of the Cornwall Academy Trust, reflect a strong capacity to maintain improvement.
- Safeguarding arrangements comply with statutory regulations. The school's leadership identify and respond very well to any concerns regarding child welfare.
- Teachers are regularly observed in the classroom and accurate assessments are made of the quality of their teaching and the progress their pupils make. These findings are linked to appraisal and performance management and used to decide teachers' salaries and promotion.
- The school places a high priority on professional training for the staff and on extending and enhancing their teaching skills and knowledge.
- The subjects and topics taught are enriched by a strong focus on using the arts and music to extend pupils' learning and skills.
- The school's curriculum provides a wide and exciting range of learning experiences for all age groups. These include an overnight residential camp for Year 3 and 4, and an extended activity week for Year 6 pupils on the Dorset coast. The school has also established and maintained strong links with the local community as well as schools as far afield as Maryland in the USA and Ethiopia.

**■ The governance of the school:**

- Members of the governing body are committed to school improvement and hold leaders to account well for the effectiveness of the school. They have a clear understanding of its strengths, of areas needing further improvement, and of the data showing how well it performs in comparison with similar schools. They have a good understanding of the quality of teaching. They work closely with the staff to develop and implement the school improvement plan. They are regular visitors to the school. Governors have a clear understanding of the links between teachers' performance and progression through the pay scales and how underperformance is addressed. They also have a clear understanding of how the pupil premium funding is allocated and its impact in improving levels of attainment. Governors attend regular training, often making best use of the expertise of Trust staff, so that they can fulfil their roles more effectively. They have a secure overview of the school's finances.

## 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>	137183
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	402748
<b>Type of school</b>	Academy convertor
<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>	161
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Neil Roberts
<b>Headteacher</b>	Phil Banks
<b>Date of previous school inspection</b>	20— 21 March 2011
<b>Telephone number</b>	01841 532510
<b>Fax number</b>	01841 533521
<b>Email address</b>	secretary@padstow.cornwall.sch.uk

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