

Pencoys Primary School

Loscombe Road, Four Lanes, Redruth, TR16 6RB

Inspection dates

7–8 May 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pencoys is a happy school and all pupils feel safe, valued and understood.
- The headteacher has a strong vision for the school. There is ongoing commitment and drive to improve the quality of pupils' learning. These underpin all aspects of the school's success.
- Pupils, including disabled pupils and those with special educational needs, make good progress and achieve well.
- Pupils are encouraged to develop their reading skills from an early stage.
- Good teaching results in good levels of attainment in reading, writing and mathematics.
- There are rigorous systems in place to check on pupils' progress. The staff understand well the abilities and needs of all the pupils.
- The pupils are extremely proud of their school and their behaviour in the classroom and around school is outstanding.
- Teachers make lessons interesting. They ensure the wide range of activities motivates the pupils to want to learn and give of their best.
- Attendance is above average and reflects the pupils' extremely positive attitudes to Pencoys.
- The school's work to keep pupils safe is outstanding. Parents and carers acknowledge, appreciate and value the high-quality care and support provided by the school.
- The governing body is well informed. It is a close-knit team which challenges and supports the school effectively.

It is not yet an outstanding school because:

- Not enough teaching is outstanding which means that pupils do not always make fast enough progress.
- More-able pupils are not always given demanding enough learning tasks. They do not always have enough opportunities to investigate and find things out for themselves.

Information about this inspection

- All staff were seen teaching. Inspectors observed a total of 23 lessons, including five joint observations with the headteacher.
- The inspectors attended an assembly and listened to individual pupils from Years 2 and 3 read.
- Meetings were held with the headteacher, senior leaders, the Chair of the Governing Body and eight other governors, the School Improvement Partner, parents and carers, pupils and the Special Educational Needs Coordinator.
- A telephone call was made to a representative from the local authority.
- The inspection team took account of the 34 responses to the online survey, Parent View, the school's own surveys of parental opinion, as well as conversations with parents and carers before school. They also considered the views of the 22 staff who completed the staff questionnaire.
- The breakfast club was also observed as part of the inspection.
- Inspectors evaluated documentation, which included information on the pupils' current attainment and progress, the curriculum, the school improvement plan and records on safeguarding, behaviour and attendance.
- The work that pupils had been doing in their books was also scrutinised during the inspection.

Inspection team

Mark Anderson, Lead inspector

Additional Inspector

Linda Rafferty

Additional Inspector

Full report

Information about this school

- Pencoys is smaller than the average-sized primary school and is located near to Redruth and Camborne. Pupils are taught in single year group classes.
- Most pupils are of White British origin.
- The proportion of pupils who are eligible for the pupil premium is below average. The pupil premium provides additional funding for pupils known to be eligible for free school meals, those from service families and those in the care of the local authority.
- The proportion of pupils supported through school action is average, but the proportion supported at school action plus or with a statement of special educational needs is higher than in most schools.
- The breakfast club is managed by the school and was included in this inspection.
- A pre-school operates on the school site. It is not managed by the school's governing body.
- The school meets the government's current floor standards, which set the minimum requirements for pupils' attainment and progress in English and mathematics.
- The school became a member of the 'Crofty Educational Learning Trust' in January 2013. The trust consists of six primary schools.
- A new leadership team was established in September 2013.

What does the school need to do to improve further?

- Improve the quality of teaching particularly in mathematics by making sure that:
 - more-able pupils are challenged as soon as they are ready to move on to more demanding work
 - more opportunities are put in place for pupils to investigate and find things out for themselves
 - best teaching practice is shared and celebrated within the school and within the Crofty Educational Trust.

Inspection judgements

The achievement of pupils is good

- Children join the Early Years Foundation Stage with skills below the levels typical for their age. They make good progress so that by the time they move into Year 1 their achievement is close to the expectations for their age.
- By the end of Key Stage 1, results in reading, writing and mathematics are in line with national averages and have been so for the past five years. This reflects the good progress made from pupils' relatively low starting points. Attainment in reading at the end of Year 2 is particularly high.
- Attainment at the end of Key Stage 2 has been steadily improving over the last three years and is above the national average. The proportion of pupils achieving the expected Level 4 in English is significantly above the national average. The proportion reaching Level 4 and the higher Level 5 in mathematics is in line with national averages.
- In the current Year 6 almost all pupils are already working at, or above, the level expected by the end of the academic year.
- Pupils' achievement has not been judged outstanding because progress in mathematics in Key Stage 2 is not as fast as in reading and writing. Pupils' knowledge of phonics (the sounds that letters make) in the Year 1 check has improved and is now better than in previous years. The majority of Year 2 pupils read at levels above those of pupils of a similar age. They recognise whole words and sound them out accurately. Older pupils read widely and talk confidently about their favourite authors and topics.
- The school tracks the progress of different groups of pupils carefully. There are some variations in the rate of progress of different groups from year to year but with no real trends. The most able pupils make generally good progress overall across the school although they are not always given tasks that challenge them enough, particularly in mathematics.
- School assessments show that pupils supported by additional funding make similar progress to other groups in the school. For example, in 2013 those pupils eligible for additional funding achieved similar levels in the national tests in both English and mathematics as other groups in the school. By the end of Key Stage 2 in 2014 their attainment is on track to be in line with their peers.
- Disabled pupils and those with special educational needs make good progress because of the quality of the challenge and support provided. This support is planned around their individual needs. Teachers know pupils very well and so make sure that they are able to reach their full potential.

The quality of teaching is good

- Good and at times outstanding teaching helps pupils make consistently good progress.
- Children make a strong start in the Early Years Foundation Stage. Good use is made of the well-resourced and stimulating indoor and outdoor areas to develop the children's skills. The staff take every opportunity to extend children's language and number skills by regularly encouraging them to talk about and explain the activities they are involved in.
- Pupils in all year groups find their lessons stimulating and they respond enthusiastically to the wide range of learning activities.
- There is a strong focus on teaching pupils to read and they read regularly at school and are strongly encouraged to do so at home.
- Teachers work hard to ensure that classrooms are attractive and well organised, with high-quality displays incorporating much of the pupils' work.
- Staff have high expectations of themselves and their pupils. The planning of learning is consistent across the school and helps ensure pupils make good progress.
- A study of pupils' books shows that they take a pride in their work, learn well and make

consistently good progress. This is because teachers provide interesting activities, particularly in English, that make pupils think deeply about their work. They make good links between different subjects and with past learning. This helps to build confidence and enjoyment in learning.

- The capable teaching assistants and support staff demonstrate a high level of commitment. They work closely with teachers to ensure that work, both in class and in extra support groups, is set at the right level. Support staff carry out clear roles and responsibilities with skill and enthusiasm.
- Class teachers and senior leaders check pupils' progress regularly. If any pupil is at risk of falling behind others, they are given planned support to help them catch up. As a result, disabled pupils and those with special educational needs are able to take part fully in lessons and make good progress. Pupils eligible for support from additional funding also make good progress.
- Pupils' books show a positive focus on regular and detailed marking of pupils' work. The school's marking policy of identifying 'WWW' (What went well?) and 'EBI' (Even better if...') helps to guide and extend pupils' learning. As a result almost all pupils were able to talk confidently about how well they were doing and their next steps in learning.
- Sometimes more-able pupils spend too much time completing the same tasks as others, particularly in mathematics, and have too few chances to investigate and find things out for themselves.
- Teaching is not judged to be outstanding because there is not yet a large enough proportion of teaching at the highest level and best practice is not yet shared effectively across the school.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding.
- The school's work to keep pupils safe and secure is also outstanding.
- Pupils' attitudes to learning are extremely positive. They display a real determination to learn, are highly motivated and respond promptly to staff instructions and guidance.
- Pupils act very responsibly on the playground and around school where they are very well supervised. They get on very well together and are taught to respect and look after one another.
- Pupils visibly enjoy school where their academic achievements and other contributions to school life are celebrated and rewarded. For example, pupils are extremely excited and proud when they are awarded a 'High Flyer' badge!
- Pencoys' 'Diamond Rules' provide clear boundaries and expectations for the pupils and they are understood and adhered to. All adults provide strong role models and are trusted by the pupils.
- Procedures to manage behaviour are clear and effective. They are followed consistently by all staff and as a result, incidents of inappropriate behaviour, including bullying, are extremely rare.
- All parents and carers who responded to Parent View and the staff responding to the Ofsted questionnaire consider that behaviour is a major strength of the school. The school's own most recent survey supports this view.
- As a result of an extremely varied and challenging range of learning experiences the pupils develop a high level of maturity and awareness. A notable highlight is the annual Year 3 trip to London, involving a three day stay in the capital.
- Year 6 pupils are given the opportunity to become 'ambassadors' taking on a wide variety of responsibilities. They provide excellent role models for the younger pupils. To wear an ambassador's tie is a great honour for Pencoys pupils.
- The school's practical curriculum ensures that the pupils have a clear understanding of risks in life, inside and outside of school, including through the use of the internet. This awareness was seen in a Year 2 lesson in which pupils were observed learning how to respond calmly to an emergency situation.
- The oldest pupils say that they will be 'really sorry' to leave Pencoys but are excited about future opportunities. They are very well prepared for secondary education.

The leadership and management are good

- The headteacher provides extremely strong and determined leadership. She is supported by experienced governors and a strong staff team.
- The school continues to provide a good education. There is no sense of complacency and staff rise to the school's high expectations to secure improved outcomes for all pupils. There is a shared sense of purpose and ambition to raise the aspirations of pupils and staff even higher.
- The school's leadership accurately evaluates how well it is doing and identifies what could be improved to make it even better. Leaders have a clear picture of teaching strengths and what should be improved. The school acknowledges that the key challenge is to increase the proportion of outstanding teaching.
- Pencoys' system of setting targets for teachers is rigorous and ensures that they are accountable for their pupils' achievement.
- The school makes effective use of additional funding to support small-group and one-to-one work. This helps to ensure that pupils eligible for the funding make good progress.
- The school has demonstrated its good capacity to improve through maintaining and improving its academic standards. It has also successfully expanded learning opportunities and experiences for the pupils.
- Since becoming a member school of the Crofty Trust in January 2013 the school has developed close links with five local primary schools, as well as a wide range of other partners. This has expanded learning opportunities for pupils and professional development for staff.
- The new leadership structure, which was established in September 2013, has started to successfully extend the roles and responsibilities of all leaders. It also involves all staff in contributing to Pencoys' provision and ongoing development.
- Every parent and carer who spoke to the inspectors or who responded to Parent View considered that their child was well taught and cared for. With no exceptions, they are pleased with their children's progress and would recommend Pencoys to others.
- The local authority has provided appropriate 'light touch' support, when appropriate, to Pencoys.
- The school makes good use of the additional sports funding it receives by employing sports coaches who have broadened the range of sporting activities available and are training staff to ensure this provision will remain ongoing.
- The wide range of clubs and sporting activities help to build pupils' confidence and understanding of the importance of a healthy lifestyle. Pupils are fit and energetic, taking part in many different physical activities, including 'Bikeability', Zumba, weekly 'Bootcamp', 'Fun Fit', tag rugby, gymnastics and daily 'Wake and Shake'.
- The breakfast club is well attended and well supervised, ensuring that pupils have a relaxed and happy start to the day.
- The school ensures that pupils have equality of opportunity throughout their time at Pencoys. There is no discrimination of any kind.
- Pupils of all ages have the opportunity to learn from a wide range of varied and exciting experiences, visits and activities. These include Early Years Foundation Stage visits to the Eden Project, residential trips for Years 3, 4, 5 and 6, archery, orienteering and mountain biking and visits to a synagogue in Plymouth and Exeter Cathedral.
- The promotion of pupils' spiritual, moral, social and spiritual development is strong. Strong relationships ensure pupils become mature and caring individuals, well prepared for the next stage of their education.
- All statutory safeguarding requirements are met. All adults have undergone the required checks.
- **The governance of the school:**
 - The work of the governing body has contributed to the good quality of education the school provides. Governors are committed and well informed. They hold the headteacher and senior staff to account for all aspects of Pencoys' performance and have developed close links with parents and carers. Governors have benefited from relevant training and know how well the school performs against national standards. They have a good understanding of how well

Pencoys' pupils are doing. Governors manage the resources of the school very effectively. In particular they ensure that additional funding is used effectively to support the pupils. The governing body makes sure that the system for managing staff performance is secure and effective and is closely connected to pay for teachers. Governors fulfil their statutory responsibilities and ensure that all requirements are met and effective in relation to the safeguarding of pupils.

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	133407
Local authority	Cornwall
Inspection number	431465

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	201
Appropriate authority	The governing body
Chair	Fr Peter Fellows
Headteacher	Linda May
Date of previous school inspection	4–5 February 2009
Telephone number	01209 215203
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