

Inspection of Pencoys Primary School

Loscombe Road, Four Lanes, Redruth, Cornwall TR16 6RB

Inspection dates: 26 and 27 September 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

The headteacher of this school is Catherine Bonds. This school is part of Crofty Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Simon Hague, and overseen by a board of trustees, chaired by Michael Hosking.

What is it like to attend this school?

Pencoys Primary School has an engaging and ambitious curriculum. Pupils are motivated and excited to learn. Expectations are high. As a result, pupils concentrate well and are rightly proud of their work. Pupils learn well and are ready for the next stage of their education.

The school has established three 'diamond rules' that underpin a respectful school culture. These rules inspire pupils to treat each other kindly and to behave well. This means pupils are happy and feel safe. They say they are cared for and feel valued.

Pupils enjoy the trips and visits that are available to them, such as the whole-school visit to the beach or the Year 5 visit to London. The after-school clubs are well attended and include coding, cooking, dance and sports clubs. Pupils learn a variety of musical instruments, such as the guitar, keyboard and ukulele. Pupils enjoy performing as part of school shows and attend events and performances outside of school.

Pupils also benefit from opportunities to develop leadership, such as serving on the school council, being play leaders or school librarians, or serving as members of the eco-council. Pupils thoroughly enjoy coming to school.

What does the school do well and what does it need to do better?

Pencoys Primary School has been on a rapid journey of improvement since the previous inspection. The trust and the school have high expectations for all, including pupils with special educational needs and/or disabilities (SEND) and those who may be disadvantaged. As a result, pupils learn well.

The curriculum is organised so that, in most subjects, pupils' learning builds on what they already know. For example, pupils learn about electrical circuits in science before using this knowledge to make electrical games in design and technology. However, in a few subjects, the curriculum is not yet fully embedded. This means that pupils do not develop the breadth and depth of knowledge that they need.

The school has prioritised the early years. The school has planned a curriculum that is well considered and carefully structured. Communication and language are high priorities. Adults model language regularly, and this helps children learn new words and how to express themselves with greater precision. For example, when role playing, pupils use words such as 'ingredients' or 'mixing' when preparing food in the role-play area. Children make good use of enticing and interesting spaces to learn, both inside and out. They participate in a range of well-chosen activities to consolidate their learning. For example, many enjoy the recently renovated woodland way area, where the popular 'mud kitchens' are available for all. The outdoor area provides children with opportunities to take risks and develop their gross motor skills.

Reading is central to the school's curriculum. Children in the early years get off to a strong start. For example, in the Nursery, children develop a love of rhymes and traditional stories. In Reception and Year 1, the sounds that pupils learn are mapped out in carefully planned sequences. The books pupils take home match the sounds that they are learning. Pupils at risk of falling behind are identified early. Additional support is put in place when needed. The well-stocked library is an inviting space that pupils enjoy. Older pupils also benefit from a well-organised reading curriculum. As a result, they are capable and confident readers.

The school has high expectations of pupils' behaviour. This begins in the early years. Children settle well into the clear routines. The school has provided timely pastoral support for those pupils with increased levels of anxiety. Most of the behaviour of pupils in the school is positive and has improved in recent months. Until recently, the trust has not always had enough oversight of how behaviour is managed in the school.

Teachers and support staff are skilful in identifying and working with pupils with SEND. They provide additional learning sessions or adapt the delivery of the curriculum to make it accessible.

Pupils gain an age-appropriate understanding of healthy relationships through the personal, social and health education curriculum. Workshops delivered by the police and the Royal National Lifeboat Institution help pupils to understand risks when out and about in the community. The school promotes equality and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world. For example, pupils know about faiths and cultures that are different from their own.

Trustees and local governors are committed to the school and are clear about the school's vision and aims. Staff appreciate leaders' consideration and support to manage their workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is not embedded in all subjects. As a result, pupils do not learn the curriculum as effectively in some subjects compared to others. The school needs to ensure that the curriculum is securely and consistently embedded in all subjects across the curriculum.
- Governors and trustees have not had secure oversight of behaviour incidents that have taken place in the school. Governors and trustees need to monitor this aspect of the school's work with rigour, challenging leaders when appropriate.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143445
Local authority	Cornwall
Inspection number	10288212
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	184
Appropriate authority	Board of trustees
Chair of trust	Michael Hosking
CEO of the trust	Simon Hague
Headteacher	Catherine Bonds
Website	www.pencoys.cornwall.sch.uk
Dates of previous inspection	24 and 25 September 2019, under section 5 of the Education Act 2005

Information about this school

- The school has provision for two- and three-year-olds.
- The proportion of pupils who are eligible for pupil premium funding is above the national average.
- The school does not use alternative provision.
- The headteacher took up her post in September 2022.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, the deputy headteacher and the special educational needs coordinator. The lead inspector met with the chief executive officer and the director of education of the trust. The lead inspector also met with trustees and the chair of the local governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders about the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors also considered responses to Ofsted's online survey for parents and carers, Ofsted Parent View, including free-text comments. The inspectors also considered responses to the staff and pupil surveys.

Inspection team

Gavin Summerfield, lead inspector

His Majesty's Inspector

Laura Horne

Ofsted Inspector

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