



# Penponds School

## Inspection Report

**Unique Reference Number** 111838  
**LEA** Cornwall  
**Inspection number** 278790  
**Inspection dates** 25 May 2006 to 25 May 2006  
**Reporting inspector** Melvyn Hemmings AI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Higher Penponds
<b>School category</b>	Community		Camborne
<b>Age range of pupils</b>	4 to 11		Cornwall TR14 0QN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01209 713929
<b>Number on roll</b>	82	<b>Fax number</b>	01209 710402
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs I C Watmore
<b>Date of previous inspection</b>	19 June 2000	<b>Headteacher</b>	Mrs C Hogg

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 25 May 2006 - 25 May 2006	<b>Inspection number</b> 278790
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

Penponds is a small school. The attainment of most children on entry is broadly average. The proportion of pupils who are eligible for free school meals is below average. All pupils speak English as their first language and there is one pupil from an ethnic minority background. The percentage of pupils with learning difficulties and disabilities is below average. There are close links with a pre-school, which is on the school site.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory and improving school. This is a view shared by the school.

Children have a good start to their education in Reception because provision is good. It helps them reach the standards expected of them by the time they start Year 1. Pupils make satisfactory progress through the rest of the school and achieve average standards, although writing is a relative weakness. Teaching and learning are satisfactory overall, although inconsistent. They are good in Reception, much improved in the Years 6, 5 and 4 (older pupils) class but less effective at times in the Years 2, 3 and 4 (younger pupils) class. Some of the more able pupils do not fulfil their full potential because they are not always challenged effectively. Pupils say they enjoy coming to school and show good attitudes to their learning. Attendance is satisfactory. The school takes good care of pupils, so they feel safe and develop good attitudes to health and exercise.

Leadership and management are satisfactory. The headteacher gives clear educational direction and has developed good team morale amongst all adults in school. Recent initiatives she has overseen are proving successful in improving the rate of pupils' progress. Governors make a satisfactory contribution to management. The curriculum is satisfactory, being enriched well by extra-curricular activities and links to other schools. The school is supported very well by parents and has good community links. There has been satisfactory progress since the previous inspection and the school has the capacity to improve further. It provides satisfactory value for money.

### What the school should do to improve further

- Improve the consistency of teaching and learning to raise standards and achievement across the school, particularly in writing.
- Further develop curriculum planning so that all pupils, particularly the more able, are provided with more effective challenge.

## Achievement and standards

### Grade: 3

Achievement and standards are satisfactory. When they start school most children show broadly average levels of attainment. They reach the standards expected of them on starting Year 1. In the national tests for 2005 most pupils in Year 2 reached the expected levels in reading, writing and mathematics but were relatively weaker in writing. However, fewer than average reached the higher levels. This shows satisfactory progress overall, although more able pupils are capable of being more effectively challenged. Pupils in Year 6 also made satisfactory progress and reached the expected levels in English, mathematics and science. Fewer pupils than average reached the higher levels in all three subjects. A similar picture is seen for pupils currently in Year 6 and Year 2. Pupils' progress in Year 6 is improving because of better teaching and learning in recent months.

The weaker elements of pupils' performance are in writing in English, and to a lesser extent problem solving in mathematics and investigative skills in science. The school's improvement plan correctly prioritises the need to improve standards in writing and provide more challenging work for all pupils, especially the more able. Pupils with learning difficulties and disabilities or who are vulnerable make satisfactory progress. This results from the extra support they are given by teaching assistants.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good because the youngest children make a good start developing personal qualities and this is built on successfully through the school. Pupils' spiritual, moral and social development is good. Pupils know the difference between right and wrong and show care and respect for others. Cultural development is satisfactory. The school acknowledges the need to improve pupils' awareness of life in a culturally diverse Britain. The ethos of the school is good, being calm and friendly, and relationships between staff and pupils are very good. Pupils contribute effectively to the school community in various ways, such as through the school council. They also contribute well to their local community, for example by singing in Camborne Square. Pupils enjoy school and feel safe. They say, 'our school is a really friendly place', where, 'everyone helps each other and gets along'. Behaviour is good and most pupils show a positive attitude to their learning and are well-mannered. Attendance is satisfactory and is monitored closely. Pupils develop a good understanding of what they need to do to adopt healthy and safe lifestyles within the 'Healthy Schools Award'. Pupils develop appropriate skills to support their future well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory. Children receive a good start to their education in the Reception and Year 1 class, particularly in developing their personal, social and emotional skills. Learning is improving in Years 5 and 6 because the recently appointed teacher has good expertise and high expectations of pupils' performance. This was exemplified in a good lesson for these pupils in which they were required to show initiative when solving mathematical problems. Teaching is satisfactory but sometimes less effective in the Years 2, 3 and 4 class because pupils' behaviour is not always managed well and more could be expected of the quality of their work.

Most pupils enjoy lessons because teachers plan carefully and provide interesting tasks. An improving emphasis on developing pupils' independence and thinking skills is helping to improve pupils' learning. However, initiatives to challenge potentially more able pupils effectively are not applied consistently through the school, which restricts the progress they make. Teachers promote warm relationships and use teaching assistants well to support pupils, especially those with learning difficulties and

disabilities. Teachers' marking and use of assessment to show pupils how to improve their work are developing well but are inconsistent between classes.

## **Curriculum and other activities**

### **Grade: 3**

The school provides a satisfactory curriculum that is broad and balanced and meets statutory requirements. There is good enrichment from a wide range of clubs and links with other schools. This is exemplified by links with the pre-school unit that provides breakfast and after-school clubs for pupils. The curriculum in Reception effectively develops children's personal and social skills. A weakness of the curriculum for older pupils is that work planned does not consistently provide sufficient challenge for those who are more able. The curriculum includes regular opportunities for pupils to develop computer and library skills and to exercise responsibility, which are important for their future well-being. Curricular provision has been greatly enhanced by the major building work of recent years, which provides pupils with a stimulating environment in which to learn and play. There is strong emphasis on developing pupils' awareness of healthy lifestyles and safe practice.

## **Care, guidance and support**

### **Grade: 2**

Penponds Primary is a very caring school. There is a very strong commitment to ensure pupils' well-being, health and safety. All pupils are treated as individuals and are valued greatly by all adults. Parents appreciate very much the way their children are looked after by the school. The arrangements for child protection are thorough and reviewed on a regular basis. Because of the comprehensive risk assessments undertaken by the school, pupils' safety on educational visits and when they are in school are ensured. This is confirmed by the views of pupils who said 'we feel safe and secure in school'. Procedures for tracking pupils' academic development have been improved and are satisfactory. They require further refinement to ensure all pupils, particularly the more able, make the progress of which they are capable. Liaison with parents and outside agencies to support those pupils with learning difficulties or disabilities and those who are vulnerable is effective.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher gives clear direction to the school and has high aspirations for all pupils and staff. She has a good understanding of the needs of the school and how to meet them. For instance, recent improvements to teaching and learning, initiated by the headteacher, for pupils in Years 5 and 6 mean they now are making better progress. The school's self-evaluation is accurate. As a result, the priority areas for improvement have been correctly identified. These include raising standards in writing through the school and ensuring a better level of challenge for more able pupils. The effectiveness of subject leaders

is satisfactory. However, the quality of monitoring of pupils' progress is inconsistent between subjects. This leads to the setting of challenging targets for improvement not always being rigorous enough. Performance management is in place, firmly linked to teacher professional development and school priorities.

Procedures to monitor and evaluate teaching and learning and identify areas for development are satisfactory, although require more rigour at times to ensure consistency between classes. The governing body carries out its responsibilities diligently, both in supporting the school and acting as a critical friend. There has been satisfactory improvement since the previous inspection, particularly in the quality of information given to parents. The capacity for further improvement is secure.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

We really enjoyed the day we spent in your school. You all made us both feel very welcome. Your friendliness, and the way you show respect to others, is a credit to you all. We would like to let you know what we thought about your school. It is a satisfactory one that is improving.

Here are some of the highlights

You are cared for and looked after so well by all adults in school.

Your behaviour is good and you work hard in lessons.

You enjoy coming to school and so many of you join the clubs your school provides.

You are so friendly and show care and respect for others.

To be even better the school should:

Help you do better in your work, especially in writing

Further develop the way teachers plan your lessons so all of you make good progress in your learning.

I wish you all the best for the future.

Best Wishes Melvyn Hemmings Lead Inspector