



Portreath Community Primary School

Inspection Report

Unique Reference Number 111839
LEA Cornwall
Inspection number 278791
Inspection dates 8 June 2006 to 8 June 2006
Reporting inspector Graeme Bassett AI

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

Type of school	Primary	School address	Penberthy Road
School category	Community		Portreath
Age range of pupils	4 to 11		Redruth, Cornwall TR16 4LU
Gender of pupils	Mixed	Telephone number	01209 842542
Number on roll	141	Fax number	01209 844602
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	13 September 1999	Headteacher	Mr John Whetter

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is smaller than most schools and serves the village of Portreath and also some areas of Camborne, Pool and Redruth. Most children are White British and none speaks English as an additional language. The economic circumstances of the local area are less advantaged than most. An average proportion of pupils have learning difficulties. The school has been awarded an Active Mark award for pupils' physical development and a Basic Skills Quality Mark in 2004, and reaccredited with a Healthy School award and Investors in People in 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspectors agree with the school's self-evaluation that its overall effectiveness is good and that there are many aspects that are outstanding. The headteacher provides an excellent direction to the work of the school. Under his guidance, the leadership and management are outstanding and substantial improvements have been made since the last inspection. Most noticeable are the improvements to the standards, the increased rate of progress made by all pupils, including those with learning difficulties, and the accommodation.

Teaching is good overall and well planned tasks provide challenging learning opportunities that match the wide range of pupils' needs within each mixed age class. The curriculum is excellent, with outstanding contributions made through visits, out of lesson experiences and imaginative linking of subjects through topics. Creative uses of information and communication technology, role play, such as acting as evacuees, and projects in the 'arts' foster pupils' enjoyment effectively.

Children enter the Foundation Stage with broadly average skills and knowledge. As a result of the good provision, nearly all are on course to reach goals set for children of this age. By the end of Year 2, standards are slightly above average and achievement is good. By the end of Year 6, standards in mathematics and science are well above average and achievement is outstanding. Ongoing records in mathematics and science are excellent and used effectively to raise standards but in English they are not so well developed and this hinders the teachers' planning. Consequently, pupils' progress in English is good with standards slightly above average. Good care, guidance and support throughout the school result in pupils gaining excellent personal development and well-being. The school gives good value for money and has a good capacity to make further improvements in the future.

What the school should do to improve further

- Raise standards in English by developing assessment records that are easy to maintain and interpret when planning what pupils need to learn next.

Achievement and standards

Grade: 2

Pupils' achievement is good and standards are above average overall. All pupils, including those with learning difficulties, make at least good progress and in mathematics and science achievement is outstanding with standards being well above average. Children enter the Reception class with broadly average skills and knowledge but many are below the levels expected for their age in literacy. They make good progress and enter Year 1 with most reaching the goals set for children of this age. Good progress continues throughout Year 1 and by the end of Year 2, standards are slightly above average in reading, writing and mathematics. However, not enough

pupils reach the higher levels for their age in writing and this holds down the school's performance.

Progress accelerates throughout Years 3 to 6 and by the end of Year 6 is outstanding in mathematics and science with standards well above average. Having improved well over the past three years, standards in mathematics are higher than at the last inspection with challenging targets being met. Over the same period of time, similar improvement is not evident in English, in particular in writing, as standards have remained slightly above average and achievement good. The school has rightly identified writing as a priority. The school's performance in English last year, 2005, did not reach the challenging targets set for the higher Level 5, which impeded overall performance.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding and makes an exceptional contribution to the quality of life in school. Children's personal, social and emotional development in the Foundation Stage is good. Throughout the school, pupils' cultural development through the arts and their multicultural development through the strong links made with Angola and Sri Lanka is excellent. Pupils have very good attitudes towards school and are keen and enthusiastic learners. Attendance is good and pupils enjoy coming to school. They understand the difference between right and wrong and their behaviour is good. Relationships between pupils of all ages are of a high quality.

Pupils have an outstanding awareness of how to stay healthy and willingly participate in physical exercise. They enjoy eating fruit provided by the school and show concern for the environment by recycling the fruit waste for use by the gardening club. Pupils are aware of the need to remain safe. The school council makes a significant contribution to the school community. For example, they recently redecorated the toilets and instigated the purchase of playtime equipment. Links with other schools are very good. Basic skills in literacy and numeracy are developed well and pupils benefit from the development of business partnerships with the local Business and Enterprise College to promote excellent future economic well-being as they form their own mini businesses.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good, which brings about good progress overall and outstanding progress in mathematics and science. Strengths are also evident in the structured way that teachers develop pupils' personal development and well-being. Parents are also effectively involved in their children's learning. Teaching in the Foundation Stage and also of pupils with learning difficulties is effective, ensuring

that all make good progress. Teachers manage their classes well, encouraging pupils to develop a willingness to have a go without fear of failing. Teachers mark pupils' work well and pose searching questions, which encourages them to offer explanations of their thinking and calculations. Consequently, pupils are becoming more involved in deciding how much they understand. Teachers have good subject knowledge, plan interesting lessons and use interactive whiteboards effectively, ensuring that pupils enjoy what they do. Teachers set challenging tasks that match the full range of ability in each mixed age class. They regularly set tasks that extend pupils' skills and knowledge beyond that required for their age group to ensure good and often excellent progress.

Assessment records for mathematics and science are excellent and are used very effectively to raise standards. However, records in English are not so well developed and teachers cannot easily access information about what each pupil needs to learn next. Consequently, targets are not always precise enough and pupils' progress is not as good as in mathematics and science.

Curriculum and other activities

Grade: 1

The curriculum is outstanding and imaginative with very strong enhancement through out of lesson activities. It meets all requirements and builds upon pupils' previous learning well, including those with learning difficulties. The teachers adjust the curriculum effectively to provide challenging skills, knowledge and understanding across the two age groups and the full ability range in each mixed age class. However, planning what each pupil needs to be taught next is less precise in English. The Foundation Stage curriculum is planned effectively so that all children have equal opportunities to move seamlessly into the work of Year 1 when they are ready. Meaningful links across subjects through topics such as 'The Home Front' and the good uses of information and communication technology are extremely strong and stimulate interest and enjoyment for all pupils.

The extensive range of visits, visitors, residential experiences and out of lesson activities are outstanding and really enhance the experiences of all children. There is an excellent range of high quality learning opportunities linked to sport, local traditions and to the performing arts.

Care, guidance and support

Grade: 2

The care, guidance and support given to all pupils, including those with learning difficulties, are good. The school shows high levels of care for all pupils' well-being, health and safety. Child protection procedures are well established. Relationships between staff and pupils are very good. Health and safety audits are completed regularly by the staff and governing body. Pupils feel safe and secure and know who to turn to if they have problems. The school has gained the Healthy Schools award and pupils are given high quality guidance about staying safe and healthy.

The tracking and predictions of each pupil's progress at the end of each year are excellent and give a very clear picture of what each one has achieved over a year but lack of regular assessments in English similar to those seen in mathematics restricts teachers' planning.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher provides strong leadership and has an excellent vision for the future. He has established very rigorous routines to monitor and evaluate the work of the school which have brought about excellent improvements overall since the last inspection. Good procedures are well established to monitor and evaluate teachers' plans and to cross match their effectiveness to the quality of pupils' work. This practice, together with whole-school agreement about pupils' standards, is establishing a robust understanding of the methods needed to raise and maintain standards. The headteacher works closely with the assistant headteacher, staff and governors to discuss and agree priorities for the school. The coordinators for English and mathematics have established excellent action plans and are providing strong leadership and management for these subjects. The school draws upon extensive management experiences of the senior team and governors and consequently the school's self-evaluation is outstanding and judgements are confirmed by the inspection team. Leadership and management of the provision for pupils with learning difficulties and for the children in the Foundation Stage are good. All pupils are fully involved in all that the school does. The governors have a thorough understanding of the school's strengths and weaknesses. They are very supportive, very well organised and carry out their responsibilities exceptionally well. Parents give their full support to the school and pupils are very positive about their school. The school provides good value for money and has good capacity for future improvements.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Dear Children

Thank you very much for making us so welcome when we visited your school. We enjoyed talking to some of you and looking at your work. We were sorry that we could not meet those of you who were on school camp. We found your school to be a very happy and friendly place and we were pleased with these things:

- Your headteacher leads and manages the school excellently.
- The governors in your school are very helpful and have a thorough knowledge about the strengths of your school.
- Your teachers teach well and plan interesting and challenging activities which help you to improve your work and give you a very thorough understanding of the world around you.
- You have an excellent understanding of what it means to stay healthy and safe.
- Your behaviour is good and we like the way you get on together.
- Your work in mathematics and science is outstanding and you make excellent progress in these subjects.

We have asked your headteacher and governors to:

- Help you to improve your work in English further, especially writing, by collecting better information about what you can do, so that your teachers can use this when planning what you need to learn next.

Thank you once again for helping us on our visit.

Mr G Bassett Lead Inspector