



Perranporth Community Primary School

Inspection Report

Unique Reference Number 111876
LEA Cornwall
Inspection number 278799
Inspection dates 23 May 2006 to 24 May 2006
Reporting inspector Fred Riches AI

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

Type of school	Primary	School address	Liskey Hill
School category	Community		Perranporth
Age range of pupils	4 to 11		Cornwall TR6 0EU
Gender of pupils	Mixed	Telephone number	01872 572021
Number on roll	171	Fax number	01872 573716
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	11 September 2000	Headteacher	Mr B B Odgers

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average primary school with six classes. It serves the village of Perranporth on the north coast of Cornwall. The school hosts the village pre-school playgroup for children aged 3 and 4 years. Almost all of the pupils are White British. The economic status of the local area is mixed but mainly below average. The proportion of pupils with learning difficulties or disabilities is above average and pupil mobility is high.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education for its pupils. Sound teaching underpins pupils' steady progress. The school has a more positive view of its overall effectiveness. However, it is justly proud of its success in promoting pupils' all-round personal development. Care, support and guidance are good; consequently, pupils' personal development, good behaviour and positive attitudes are strengths of the school.

The attainment of children starting school is mainly below average. Good provision in the Reception class and Year 1 ensures that the youngest children make good progress. The teaching of older pupils is less effective and is satisfactory. Also, the tracking of pupils' progress and setting of targets to help pupils to move forward is inconsistent. As a result, pupils' progress slows in Years 2 to 6 and is satisfactory rather than any better. Standards are below average in Years 2 and 6 due to the high proportion of pupils with learning difficulties or disabilities in these year groups. The curriculum is good for children in the Reception class and Year 1 and is otherwise satisfactory. Pupils benefit from a good range of visitors, visits and school clubs.

Leadership and management are satisfactory. The headteacher, governors and senior staff ensure pupils are safe, develop healthy lifestyles and enjoy school. The school improvement plan sets priorities based on a thorough review of the school's needs, but does not always link action planned to the intended impact on pupils' achievement. The school's analysis of information about pupils' progress is thorough, but does not always feed through to effective action by subject leaders and class teachers. Pupils' achievement therefore remains satisfactory and more able pupils are not always sufficiently challenged. Effective recent initiatives have addressed otherwise slow progress on two issues from the last inspection, showing that the school's capacity for improvement is now satisfactory. The school provides satisfactory value for money.

What the school should do to improve further

- consolidate the recently introduced assessment procedures so that all teachers are consistent and thorough, with their records regularly checked and analysed by the headteacher and his deputy
- improve the quality of teaching and raise standards by ensuring that lessons move at a good pace, questions are used effectively, and the most able pupils are given sufficiently challenging work
- revise the school's plans for improvement so that it is easier to find out whether work to raise standards is having an impact.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory overall, although standards remain below average. Children starting school have a wide range of skills and abilities, but overall their attainment is below average. In the Reception Year, children make good progress as a result of imaginative teaching. However, in spite of this, standards at the end of the

Reception Year are still below average. Children continue to achieve well in Year 1. Standards at the end of Year 2 and Year 6 are below average. However, there is a high proportion of pupils with learning difficulties or disabilities in these year groups. These standards reflect pupils' satisfactory achievement in relation to their capabilities as a result of mainly sound teaching. Year 6 targets for English and mathematics in 2005 were slightly exceeded. However, because tracking and target setting throughout the school are not sufficiently robust, more able pupils in particular are not always sufficiently challenged. Achievement and standards in mathematics have been consistently higher than in English. The recent introduction of more systematic planning for the progression of skills in writing is already having an impact on pupils' achievement. Boys and girls do equally well. Pupils with learning difficulties or disabilities achieve as well as their peers, following accurate diagnosis of their needs. A higher than average proportion of pupils both leave and join the school during the year. The school gives good support to newly-arrived pupils, who make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Year 6 pupils talk enthusiastically about their enjoyment of lessons and activities. 'We have lots of clubs for all ages; I love going,' said one. The vast majority of pupils show positive attitudes towards their learning. Attendance is satisfactory. It was below the national average in 2005, but the school has identified the causes and taken effective steps, improving the situation though not fully remedying it. Pupils develop good spiritual, moral, social and cultural awareness. They show responsibility in many areas, organising charitable enterprises, for example. Pupils' successful participation in an annual forum has led to plans for a school council, offering pupils a greater voice in their school. As a result of consistent application of rewards and sanctions, behaviour in lessons and around the school is good. Teachers manage pupils with emotional difficulties well. As a result, pupils care for each other and play well together at lunchtimes, using equipment safely. They develop healthy lifestyles and show good awareness of how to keep safe. They contribute to the happiness, health and safety of the school, using a 'chatboard' responsibly to raise issues and offer solutions. Pupils develop skills for future life satisfactorily through regular literacy, numeracy and information and communication technology (ICT) lessons.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory. It is good in the Reception class and Year 1, enabling children to make a good start to school. Teaching for the older pupils is satisfactory. Consequently, they make mainly sound progress in their learning. Teachers have secure subject knowledge, explain tasks clearly and develop good relationships

with pupils. As a result, pupils are usually confident about tackling their work. All teachers manage pupils' behaviour well and this is reflected in the positive working atmosphere. In the most effective lessons, teachers know exactly when to intervene with well-judged questions and when to let pupils work things out for themselves. In lessons that are satisfactory rather than better, the pace of learning slows because there is too much teacher talk and too little pupil activity. In addition, questions are not used effectively to probe pupils' understanding and the most capable sometimes mark time because their work is too easy. These weaknesses restrict pupils' progress.

Assessment procedures are just adequate. Recent improvements are not securely established so there are inconsistencies in teachers' practice. Whilst all teachers regularly check pupils' work, they do not always set clear and challenging targets for pupils' progress year on year. Some pupils are not sure about what they need to do to improve, and the potential achievement of the most capable pupils is sometimes underestimated.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Good provision for Reception children ensures they enjoy a rich range of learning experiences that help them to progress well. In Years 1 to 6, the curriculum is satisfactory. It is usually soundly matched to pupils' learning requirements, including for those with learning difficulties or disabilities. However, work is sometimes too easy for the most capable pupils, which restricts their progress. The programmes supporting pupils' learning in English and mathematics are satisfactory, but the school is sensibly increasing the emphasis on pupils' writing for different purposes and on mathematical problem-solving. This is helping pupils to develop skills needed in later life. Provision for ICT has improved since the last inspection, although there remains scope to increase its use to support learning in other subjects. The school provides particularly well for pupils' personal development and gives good emphasis to staying healthy and safe. Displays across the school testify to good learning opportunities in art and design. A good range of visits, visitors and school clubs motivates pupils well and enriches their learning.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Pupils feel safe and secure. They know they can take any worries they may have to the staff and be supported well. Parents are pleased with the care the school provides. Their views are exemplified by one who said, 'I know that my child is well looked after at school. He knows this too and it helps him to be confident and happy'. The school has its own Outreach Worker who provides good support for pupils who may be vulnerable, together with well-focused advice to parents. Good links are established with outside agencies to provide additional support for pupils with learning difficulties or disabilities. Comprehensive child protection procedures are established, and rigorous health and safety checks are regularly carried out. All teachers and teaching assistants are trained in First Aid. Teachers support pupils' personal development effectively. The guidance given to pupils about their

academic progress is satisfactory, although some pupils are not sufficiently aware of their individual learning targets, and teachers often miss opportunities, when marking, to explain how pupils could improve.

Leadership and management

Grade: 3

Leadership and management are satisfactory. In a situation where a significant minority of pupils have learning or emotional difficulties, the headteacher has ensured that pupils' achievement is satisfactory and their personal development is good. The deputy headteacher and coordinator for pupils with learning difficulties fulfil their roles well. Staff with key subject responsibilities contribute satisfactorily by planning action designed to raise pupils' achievement. The senior management team has analysed assessment information, but has not focused rigorously on its use. As a result, target setting is inconsistent and pupils are not always sufficiently challenged, especially the more able. Recent initiatives to improve achievement in writing provide a good model for development in other subjects. Lessons are monitored satisfactorily but the checking of pupils' progress is not sharp enough. The school has addressed issues from the previous inspection satisfactorily overall, but improvement in writing and assessment has been slow until recently.

Self-evaluation procedures are satisfactory. The school has a realistic view of pupils' achievement, but tends to overestimate the effectiveness of teaching and of leadership and management. The school successfully involves governors, parents and pupils in school reviews and improvement planning. However, agreed plans often do not make the necessary links between action to be taken and the intended outcomes in relation to pupils' achievement. Budget planning and management are sound. Initiatives recently developed in writing and assessment are having a positive impact. The school's capacity for improvement is satisfactory.

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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?	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

How well do learners achieve?	3	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	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

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	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?	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

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

We really enjoyed our two-day visit to your school. Thank you for making us feel welcome and for being ready to talk with us, answer our questions and for showing us your school. Special thanks to the Year 6 pupils who came out of lessons and helped us learn more about your school. They were excellent ambassadors. Please pass on our thanks to your teachers and headteacher for making us welcome.

I am writing to let you know what we found out about your school. These are the really positive things we discovered:

- you enjoy school, feel safe and learn how to keep fit and healthy
- you work and play well together and your behaviour is good
- you learn from your teachers' example by caring for each other well
- those of you who find learning difficult or find it hard to concentrate get a lot of help
- attendance is getting better (but it still needs to improve more)
- you enjoy all the clubs and extra activities.

There are a few important things we thought the school could do better. You can help with some of these. Your teachers can help you know your targets better, so that you and your parents know how well you are doing and what you need to do to improve. They can also help you focus better in lessons by the way they ask questions and by keeping you up to speed. We are sure some of you who find learning easy can do better if you're really challenged to do your best. Finally, we feel that the school could do even better if your headteacher, governors and staff plan their targets so that your achievement is clearly the top priority.

Many thanks again. We wish you and everyone at your school all the very best for the future.