



Pencoys Primary School

Inspection Report

Unique Reference Number 133407
LEA Cornwall
Inspection number 282305
Inspection dates 7 March 2006 to 8 March 2006
Reporting inspector Peter Way HMI

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

Type of school	Primary	School address	Loscome Road
School category	Community		Four Lanes
Age range of pupils	3 to 11		Redruth, Cornwall TR16 6RB
Gender of pupils	Mixed	Telephone number	01209 215203
Number on roll	212	Fax number	01209 214926
Appropriate authority	The governing body	Chair of governors	Mr John Oddy
Date of previous inspection	Not applicable	Headteacher	Mrs Linda Morley Dawe

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools and an Additional Inspector.

Description of the school

Pencoys Primary School opened in September 2003 following the amalgamation of two schools. It is situated in new buildings on a spacious site and serves a wide catchment area. The roll is slightly smaller than average but is expanding rapidly towards its capacity figure. For this reason, many more pupils than is normal are joining each year. Most pupils are from a White British heritage and there are none with English as an additional language. The percentage of pupils with learning difficulties and disabilities is above the national average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school in which teachers have a clear understanding of how to continue raising standards. In just over two years, a very caring, happy, attractive and imaginative environment has been established. Due credit goes to the headteacher and staff for creating an effective school in a short period of time. There is a very strong focus on staff working together as a team. Parents are very supportive and several comments were made about how children have been helped to settle quickly, especially when joining during the year. The pupils enjoy their work and are becoming increasingly articulate when discussing their learning and progress. They are being given self-confidence and the will to succeed. These are strong indicators for the positive development of the school as its roll increases towards full capacity. The school provides good value for money.

Very good support for pupils with learning difficulties and disabilities, and for families in general, are key features of the school's inclusive ethos. There is very close liaison with the on-site pre-school which enables a smooth transition into the well managed Foundation Stage. This contributes to children's good progress by the end of the reception year. Care and support for pupils are strengths of the school. Leadership and management are also significant strengths and the school's self-evaluation is accurate. Good teaching is enabling pupils to make good progress, although they have not yet been in the school long enough for this to be apparent in published test results for 11 year olds. Although the school sets realistic targets, these are not yet sufficiently demanding for all pupils.

What the school should do to improve further

- raise pupils' attainment, especially in English and mathematics, by setting more challenging targets for all year groups.

Achievement and standards

Grade: 2

Pupils are making good progress throughout the school. Improvement can be seen in their work from week to week. This is not yet reflected in the school's test data. It takes time for a new school and its pupils to settle into new routines and working practices. However, it is evident from local authority data, from pupils' work from last year and in their current books that, whilst overall standards are average, pupils have made good progress since joining the school. Because of the well focused support and careful planning, pupils with learning difficulties and disabilities are also making good progress.

By the age of 7, the majority of pupils are attaining satisfactory standards in reading, writing and mathematics. The proportion who attain the higher Level 3 is similar to the national average. At the end of Key Stage 2, the pupils are attaining standards which are at least in line with national averages, including at the higher level.

Attainment in science indicates progress which is significantly above average, but performance in English was disappointing last year. There is insufficient data to make a judgement yet about trends in performance. Based on a limited amount of current data, achievable targets have been set by the school, but teachers are now aware that the level of challenge and aspiration could be increased. This is being reflected in lesson planning and pupils' work.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils have a secure understanding of multicultural issues through cross-curricular work, for example, in religious education and art and design. The youngest children are learning to understand their feelings; their personal, social and emotional development is good.

Behaviour is good throughout the school. Pupils report that there is very little bullying and that staff deal with minor incidents promptly and effectively. A few pupils feel that some of the school's rewards and sanctions are not fully effective. They have positive attitudes to school and clearly enjoy their education. This is supported by the many positive comments made by parents. Despite the school's best efforts, a few pupils do not attend as regularly as they should.

Pupils say they feel safe at school and know who to go to when they need support or guidance. They are well informed about healthy eating and the need for exercise. They make a valuable contribution to the community and join in various events, such as singing with a local male voice choir, and raising money for local, national and international charities.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching in the school is good. Teachers have secure subject knowledge which they use effectively to extend pupils' knowledge, understanding and skills. They use a wide variety of teaching styles which engage pupils' interest and encourage them to work independently. The good relationships all staff have with pupils, as well as the good relationships between pupils themselves, means that the school has created a positive environment where pupils want to learn. The teaching of pupils with learning difficulties and disabilities is very good and work is very well matched to their needs.

Teachers' assessment of pupils' work, including marking, is often used effectively to discuss with pupils what they need to do to improve. Pupils' ability to talk about their learning targets, and to show evidence of how they are working towards these, is a significant contributory factor in the progress which they are making. Most lessons are challenging, but occasionally tasks do not demand enough intellectual effort, especially from the more able pupils.

Good use is made of a wide variety of resources, including those using information and communication technology (ICT), to make lessons lively and engaging. Teachers model good ICT skills through their competent use of interactive whiteboards and laptop computers. Teaching assistants provide good support for teachers and pupils, especially for those most in need.

Curriculum and other activities

Grade: 2

The curriculum is well designed to meet the pupils' needs and interests. All statutory requirements are met and the school has been successful in implementing many local and national initiatives. Involvement with the local 'Excellence Cluster' provides further educational opportunities. There is good provision for literacy, numeracy and ICT. Effective curriculum planning ensures sensible progression from year to year, building on what pupils have learnt.

There is strong emphasis in many subjects on providing education for safety and health. For example, the 'Wake and Shake' sessions each morning are contributing substantially to pupils' physical and mental well-being. There is particularly good provision for the arts and this has a significant impact on the standards achieved in art, dance, drama and music. The enrichment of pupils' learning opportunities through educational visits and extra-curricular activities is excellent. The wide range of clubs and activities outside the school day is very popular with pupils and helps to raise their achievement.

Care, guidance and support

Grade: 2

The arrangements for care, guidance and support of pupils, including procedures for child protection, are good. All staff maintain high levels of care and concern for the well-being of all pupils. Procedures and systems are reviewed regularly. Risk assessments are carefully carried out for all school activities.

Provision for the assessment, management and support for pupils with learning difficulties and disabilities is outstanding. Teaching assistants are well trained and knowledgeable. The quality of their support is an important reason for these pupils making good progress. The school works closely and effectively with parents and outside agencies. This, together with factors such as the early identification of pupils' needs, explains why these pupils successfully meet their targets.

Pupils are well informed about the next phase of their learning through effective links with the secondary school to which most pupils transfer.

Leadership and management

Grade: 2

The quality of leadership and management at all levels is very good. The headteacher has skilfully established a strong team spirit across the whole staff. This has secured a very positive ethos and cooperative working environment. In setting up a new school

on a new site, the many challenges which arise have not diverted the staff from quickly providing an attractive and inspiring learning environment, both inside and outside. The leadership team has firmly established its effectiveness in self-evaluation and in deciding the priorities for development. Parents' views are sought on a range of issues. The pace of progress has been well managed to ensure that practice is fully embedded and has a positive impact on the quality of educational provision. Development is properly evaluated and the school improvement plan focuses on the correct priorities. The quality of teaching is regularly monitored. Having established a secure and happy environment, the focus is now rightly placed on pupils' standards of attainment.

Pupils have equal opportunities to participate in all that the school offers. The very good care and guidance given to ensure their well-being underpin the school's inclusive nature. Extended services, such as breakfast and after-school clubs, and the connections with other agencies and the local 'Excellence Cluster', further enhance provision.

Governors are well informed about the school and play an active part in all aspects, including regular and frequent visiting. The links with subject leaders and classes have helped to improve the governing body's understanding of the school's strengths and areas for improvement.

The school has clearly demonstrated the capacity to continue improving and provides good value for money.

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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?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	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?	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?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	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	2	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

I am sure you will remember that you were visited recently by two school inspectors. We sat in your classes, watched you working and talked to you about what you were learning. Thank you very much for making us feel so welcome and for taking the trouble to explain things when we kept asking more and more questions. This letter is to tell you about the things in your school which we particularly liked (we liked a lot of what we saw) and to mention one thing which could be improved.

It is very clear to us that you really enjoy being in school and that you want to work hard in your lessons. We think that all the adults look after you extremely well, and especially those of you who find it more difficult to cope with the work. The teachers put lots of effort into providing you with interesting lessons which help you to make good progress. Your headteacher leads the school very well and all the staff work as an effective team – you also know about the importance of teamwork. You take advantage of the many exciting extra opportunities given to you, for example, in the clubs. We think your work in art, dance, drama and music is particularly good.

Because teachers do listen to what you say you can play an important part in the one improvement we would like to see. Some of you need to ask for work which is just that bit harder. Don't sit back and think 'Oh, this is easy, I like this.' Go to your teacher and say, 'Please can I try something more difficult?' I was tremendously impressed with what you could tell me about your learning targets, so I know you can do this.

With very best wishes Peter Way Her Majesty's Inspector of Schools