

# Portreath Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	111839
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	325475
<b>Inspection date</b>	29 April 2009
<b>Reporting inspector</b>	Alex Baxter

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	143
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ruth Dixcee
<b>Headteacher</b>	John Whetter
<b>Date of previous school inspection</b>	8 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Penberthy Road Portreath Redruth TR16 4LU

<b>Age group</b>	4–11
<b>Inspection date</b>	29 April 2009
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**Telephone number**

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## Introduction

The inspection was carried out by two additional inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- the consistency of provision in meeting the pupils' differing needs, especially by gender
- pupils' achievement in English, especially writing
- the ability of leaders and managers to bring about improvement.

Evidence was gathered from observations of lessons and pupils at lunch and play. Teachers' assessment records and pupils' work were scrutinised. Discussions were held with pupils, staff, governors and parents. Parents' responses to the inspection questionnaire were analysed. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This village school is smaller than the average primary school. Children in the Early Years Foundation Stage are taught in a combined Reception/ Year 1 class. The proportion of pupils with learning difficulties and/or disabilities is broadly average, but varies across the year groups. Most pupils are from White British backgrounds. The school holds several national awards and these include Healthy School, Investor in People, Dyslexia Friendly, Basic Skills and Activemark awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Portreath Community Primary is an outstanding school. It is a very successful self-improving school that is at the heart of its community. The school's strength lies in its ability to sustain exemplary teaching, an excellent curriculum and outstanding pastoral care that are responsive to the pupils' individual needs. Outstanding leadership and management provide the driving force that ensures rigorous and high quality self-evaluation and promote very effective school improvement. This is underpinned by a very experienced and capable headteacher and a strong team of senior staff and governors. Together they provide an exceptionally clear vision and sense of direction for the school and its pupils. These are key elements in the school's success and continuing improvement, which sustain high standards of pupils' academic and personal achievement.

Parents appreciate the school's many qualities. They share an excellent partnership and close relationships with the staff, which enhance the pupils' excellent attitudes and learning as well as promoting their great enjoyment of school. Almost all of the parents who completed questionnaires endorsed the school's work. In particular, several expressed gratitude for the assistance provided by the 'Breakfast Club'. Comments such as, 'this is a fantastic, friendly, family school', and 'the school has encouraged our daughter not only to progress academically, but also to become confident and independent', reflect their very positive views. Another parent quoted their son as saying, 'I love being at school and I love to learn', a comment which fully reflects the very positive attitudes observed by the inspectors during their visit.

The attainment of children on entry to the Early Years Foundation Stage generally matches that expected for their age. The children's language skills, especially those of boys, are more variable and on entry are often those skills which are least well developed. Children make a good start and make good progress in the Reception/ Year 1 class because activities are carefully designed to promote their well-being and extend their interest. Pupils make increasingly good and better progress through Years 1 and 2. This is because learning is matched to their needs and is often based on role play and practical activities. Pupils continue to progress extremely well through Years 3 to 6. Progress is outstanding. It accelerates, particularly in English, when pupils benefit from increased opportunities to take responsibility for their own learning. Provision for pupils with learning difficulties and/or disabilities, and for the more able, is also excellent. By the end of Year 6, standards are above average in English, mathematics and science and pupils' skills are particularly well developed in speaking and listening and writing. These standards represent outstanding achievement in relation to pupils' capabilities on entry to the school.

The pupils' outstanding progress is rooted in high quality teaching and learning, which are typified by high expectations of work and behaviour in all parts of the school. Teaching has a cumulative and beneficial effect in promoting pupils' excellent learning. All staff encourage and show pupils how to become effective learners. Throughout the school, pupils are articulate speakers and quickly become very committed and enthusiastic learners. Their willingness to express their ideas and to answer teachers' questions in whole-class discussions are extremely positive features of the school. Teachers are very accomplished in assessing and targeting the improvement of pupils' skills. This is because they match their expectations and the level of work carefully to the pupils' rising abilities, ensuring that there is very good challenge for pupils across the range of abilities. This year, the whole-school focus on developing pupils' writing, including by choosing topics such as 'Dinosaurs' to interest pupils and by encouraging speaking

and listening, has proved to be very successful. Boys, in particular, are using words more expressively because they have interesting things to write about. A focus on developing pupils' problem-solving skills through 'real life' mathematics has also accelerated pupils' understanding and progress substantially.

The school provides an excellent curriculum for its pupils and this is highly successful in promoting the pupils' personal and academic achievement. The richness of the curriculum is reflected in the significant breadth of its local and national awards. Close links with parents, the community and outside agencies, such as other schools and educational psychologists, enhance the range of clubs, educational visits, community activities and support services offered to the pupils. A key element in the curricular provision is the school's determination to make learning fun and to promote sport and creativity. This is extremely effective in supporting pupils' interests and learning. A wide variety of activities reflect this very effective commitment. These include, for example, the 'Imagineers Project', Olympic Theme Project', the 'Bloom Homework Project' to develop pupils' multiple skills and the Year 6 building and racing of a kit car to win a design award.

Exceptionally strong pastoral support, a significant feature within the school's good care, support and guidance, promotes the pupils' excellent personal development and well-being. Excellent attendance reflects pupils' great enjoyment of school, wholehearted participation in clubs and contributions to school events. Teachers adapt learning activities very successfully to meet pupils' needs. In particular, pupils with learning difficulties and/or disabilities, including a few with very complex learning needs, receive very effectively matched and empathetic support from caring, well-qualified assistants. As a result, all pupils feel valued, adopt very healthy, safe lifestyles and show excellent spiritual, moral, social and cultural development. The pupils' high quality personal skills and their excellent academic achievement prepare them extremely well for the next stage of their education.

Staff know the pupils very well as individuals and provide very good oral feedback and guidance to the pupils. The written feedback given to pupils and their involvement in evaluating the quality of their work in English are exemplary and have been instrumental in lifting the pupils' writing to a very high standard. This success has been as a direct result of it being a main aim of school improvement planning. However, the quality of the written information given to pupils on how to improve their work and their involvement in self-assessment are not yet developed as successfully in other subjects. The school is aware of this and has planning in hand to address the situation.

Leaders and managers work extremely well as a team to include all pupils equally and to sustain a very strong commitment and focus on learning. They have developed very comprehensive systems for tracking pupils' progress. These are used very effectively alongside strengthened assessment procedures to set challenging targets and to raise standards further. The school promotes community cohesion well. Significant strengths in the school, local and global dimensions of community are very evident in the breadth of curricular activity. These include, for example, the teaching of Spanish and links with a school in Malaga. The school is aware that the national dimension of community cohesion is not yet as strong. Even so, its regular London trip and contributions to national charities are positive features, which are soon to be accompanied by a visiting speaker from a British minority community and by links with a school in Sheffield. The school retains an outstanding ability to improve into the future. This is evident in the continued improvement in pupils' writing and problem solving in mathematics in all parts of the school.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

The careful and sensitive induction programme for children is appreciated by parents, and enables the children to settle quickly into this mixed Reception/Year 1 class. The attainment of children on entry generally matches that found nationally, but varies, with boys often entering with lower levels of communication and language skills. The friendly, supportive and approachable staff know and care for the children exceptionally well. As a result, pupils develop their self-confidence and feel very happy and safe. Good teaching and a well-planned curriculum enable the majority of children to make good progress, with excellent features in their personal and emotional development. Good leadership and management ensure that lessons and learning activities are underpinned by well-established routines and are well matched to children's needs. For example, in recent years a strengthened focus has raised children's awareness of healthy living. Most children reach the challenging goals expected of them by the time they enter Year 1. Many do particularly well in their personal, social and emotional development and in their communication, language and listening skills. Occasionally, there is a tendency for a little too much adult-led learning, and this sometimes limits the children's ability to choose learning activities freely for themselves. However, this does not detract from the way provision underpins the quality of learning and pupils' personal development higher up the school.

### **What the school should do to improve further**

- Strengthen the written feedback given to pupils on how to improve and increase the pupils' involvement in assessing their own work across the range of subjects and so bring them to the same high quality evident in English.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

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

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

29 April 2009

Dear Pupils

Inspection of Portreath Community Primary School, Portreath, TR16 4LU

Thank you for welcoming us when we visited your school recently, and a particular thanks to those of you, including members of the school council, who shared your views with us. We were very impressed by your politeness and excellent attitudes to school. We have no hesitation in agreeing with you and with most of your parents who feel that yours is an outstanding school.

These are the other main things we found:

- You make excellent progress because you are taught extremely well and benefit from an excellent range of learning activities. As a result, standards are above average and are increasingly even more impressive in speaking and listening and writing.
- You behave extremely well and really enjoy school because you receive excellent personal support and contribute impressively to your own and each other's learning.
- You live very healthily and safely, participate fully in school life and make excellent contributions to the community.
- Your headteacher, staff and governors run the school extremely well. They work very effectively, as a team, and with your parents and other people, to help you to achieve your best.

Even excellent schools can improve and so we have asked your headteacher and governors to do the following:

- Strengthen the quality of the written advice given to you about how to improve your work and the ways you are helped to evaluate your own work across the range of subjects.

You can help, too, by thinking about and trying to improve the quality of your work.

With thanks again and good wishes for the future

Yours faithfully

Alex Baxter

Lead inspector