

Pencoys Primary School

Inspection report

Unique Reference Number	133407
Local Authority	Cornwall
Inspection number	328701
Inspection dates	4–5 February 2009
Reporting inspector	Denise Morris

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.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	182
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
Appropriate authority	The governing body
Chair	Peter Fellows
Headteacher	Linda May
Date of previous school inspection	7 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Loscombe Road Four Lanes Redruth TR16 6RB
Telephone number	01209 215203
Fax number	01209 214926

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Pencoys is a smaller than average village primary school. Most pupils are from a White British background. The percentage of pupils with learning difficulties and/or disabilities, mainly specific or behavioural learning difficulties is above the national average. There is Early Years Foundation Stage provision for children from the age of four. There is onsite private childcare provision.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Pencoys is a good school. It has several outstanding features. At the heart of its success is the strong leadership of the headteacher. Her clear vision for the future of the school has resulted in many improvements since the last inspection. Pupils say that they really enjoy school, and this is illustrated by the way that their attendance is rising. They are polite and helpful, behaving exceptionally well in and around the school which leads to outstanding personal development and well-being. The very good opportunities created for pupils to develop their understanding of business and the world of work provide them with a good basis for their futures.

Provision for children in the Early Years Foundation Stage is good. Children start school in Reception with skills that are often below the expected levels for their age. They make good progress during their Reception Year so that by the time they enter Year 1, most have achieved average levels for five-year-olds except in communication, language and literacy. Achievement is good across the school because skilled teaching and support throughout Years 1 to 6 enables pupils to make good progress in most subjects. As a result, they attain above average standards in English and science by the time they reach Year 6. Standards in mathematics are average. In some mathematics lessons, pupils are not challenged well enough and the pace of their learning dips. As a result, they do not achieve quite as well as they do in other subjects. Teachers plan lots of exciting experiences and pupils really enjoy the many visits that they are offered. These help them to develop a clear understanding of their own Cornish culture. Teaching assistants work closely with pupils and provide high quality support. This ensures that pupils with learning difficulties and/or disabilities achieve well and make good progress.

The excellent range of learning opportunities provided by the recently improved curriculum meets pupils' needs very well. There are major strengths in the way that their communication and literacy skills are extended through high quality community links. Pupils are exceptionally well cared for. Procedures to keep them safe at school are very robust. Pupils' achievements are rigorously tracked as they move up through the school. As a result, the school is aware that achievement in mathematics is not as successful as in other subjects.

Good leadership and management are evident in all aspects of school life. Leaders at all levels are committed to improvement and are rigorously working to raise standards further. Governors are supportive and challenging to the school and know it well. Parents are extremely pleased with the school. 'I couldn't recommend this school any higher,' wrote one parent. 'Staff are professional, caring and creative and show real interest in all the pupils,' wrote another. The school has made a good start in developing its approach to community cohesion. There are some very good links with local schools and the local community as well as the wider world which are having a very positive impact on learning. Leaders recognise that there is more to do to develop links with other schools nationally to help pupils develop greater understanding of modern Britain. There has been good improvement since the last inspection, both in provision and standards. Leaders know what they need to do to improve further. The school has a good capacity to do so.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children are keen to come to school. They enjoy their time in the Reception class and quickly settle. The good provision ensures that there are always lots of exciting things for children to

do. For example, during the inspection they played excitedly in their Chinese restaurant as they tried eating with chopsticks. Children behave very well and relationships in the class are strong. As a result, they are kind to each other and regularly help their peers. Skilled teaching ensures that children achieve well and that their progress is regularly measured. Plans are successfully targeted to meet individual needs. Just occasionally, children do not do as much in lessons as they could because there is too much turn-taking. At these times, children wait too long for a turn and do not always do enough themselves. Teaching assistants work closely with children and offer particularly good support to those with any problem or difficulty. Children are exceptionally well looked after. Records ensure that personal development is effectively monitored. As a result, children are safe and secure. The Early Years Foundation Stage has very good outdoor space and learning is often extended to outdoors. Resources for learning are exciting and children are confident users of wheeled toys and also of information and communication technology (ICT). Leadership of the Early Years Foundation Stage is good. Leaders know children well, and transition and links with the on-site pre-school and with parents are exceptionally good.

What the school should do to improve further

- Improve the pace of learning in mathematics across the school so that standards rise to match those in English and science.
- Develop partnerships with other schools nationally to strengthen opportunities for greater understanding of the different cultures and communities in Britain.

Achievement and standards

Grade: 2

Pupils achieve well during their time at the school and make good progress in almost all areas of learning. They make satisfactory progress in mathematics. Standards rose in 2008 and were average in reading, writing and mathematics in Year 2. In the Year 6 national tests, pupils attained above average standards in English and in science but standards in mathematics remained average. Pupils exceeded their targets in reading, writing and science. Current standards show a similar picture. The very exciting approaches used to teach English, including 'active telling' are having a good impact on improving language, reading and writing skills. Pupils are not always challenged well enough in mathematics lessons and as a result, they do not do enough in each lesson. Standards in mathematics are just beginning to rise as a result of the school's focus to improve them. Pupils throughout the school achieve particularly well in sports and in art because of the strong emphasis placed on these areas. Their high levels of personal development means that they are enthusiastic learners. Pupils with learning difficulties and/or disabilities achieve well because of early identification of their needs and the good support that they receive.

Personal development and well-being

Grade: 1

Excellent spiritual, moral and social development underpins all aspects of school life. As a result, pupils behave exceptionally well, being very kind and helpful to each other and to those younger than themselves. Parents agree that behaviour in and around the school is exemplary. Pupils really enjoy school and really enjoy attending. They show high levels of enthusiasm for the wide range of experiences offered to them. Older pupils have a very good sense of responsibility and regularly undertake jobs such as litter picking on the local beaches. Pupils' cultural

development is good. They are very proud of their local environment and have an excellent awareness of their own Cornish culture. Good community links contribute significantly to pupils' overall excellent personal development. Their awareness of the different cultures that make up modern Britain is more limited although the curriculum ensures that they have many opportunities to celebrate festivals from different faiths and raise funds for a range of overseas charities. Pupils know the importance of eating healthily and keeping fit. Pupils say that they feel very safe and secure at school. As a result of their good achievement and above average standards, pupils are well prepared for their next stage of education.

Quality of provision

Teaching and learning

Grade: 2

Teachers create a very positive learning environment in classrooms. They know pupils very well and relationships in lessons are strong. As a result of the 'active stories' project, standards in English are rising. Teachers and teaching assistants take part in these stories with high levels of enthusiasm, providing good role models for their pupils. Behaviour is managed effectively. Teaching in mathematics does not always challenge pupils to take part actively in lessons or encourage them to work at a fast pace. This means that sometimes pupils do not achieve as well in mathematics as they do in other subjects. Teachers plan effectively for pupils with learning difficulties and/or disabilities and ensure that they are supported well in lessons. Pupils like their teachers. 'They are kind and helpful,' they say. Marking of pupils' books is good and teachers regularly tell pupils how to improve their work.

Curriculum and other activities

Grade: 1

An outstanding range of learning experiences is provided for pupils of all ages. These contribute very well to pupils' enjoyment of school and to their good progress. There are many significant strengths within the curriculum. For example, the excellent business links provide high quality opportunities for pupils to learn about the world of work and promotes very good understanding of pupils' own Cornish culture. They regularly take part in local fruit picking. They prepare the fruit for jam making, design labels and sell the finished product at their twice-yearly school fetes. They work from a budget and try to make a profit. This is helping to improve numeracy skills. Similarly, pupils have good links with Jamie Oliver's local restaurant, Fifteen, where they learn to prepare food and develop their awareness of healthy eating. Links across the curriculum are good and ICT is used very well to support learning, such as in designing labels, for example. The new literacy strategy has been effectively introduced and the school has just introduced the new numeracy strategy to support teaching and learning in mathematics. The wide range of additional activities, including sports, music and arts clubs, both before and after school, are outstanding and very well attended.

Care, guidance and support

Grade: 1

Pupils are exceptionally well cared for. Procedures to keep them safe at school are very robust and they know that there is always someone to talk to. Class written logs play an important and very effective role in monitoring personal development and ensure that pupils' needs are well known. Rigorous actions by the school have resulted in improved attendance this year.

Academic guidance is very good and, as a consequence of some excellent assessment in English and science, standards have risen recently. Pupils are fully involved in setting their own targets and know what they need to do to improve. Pupils with learning difficulties and/or disabilities benefit from early identification and the high quality support and guidance provided by school staff and from external agencies.

Leadership and management

Grade: 2

As a result of rigorous monitoring leading to good quality self-evaluation, leaders are aware of the school's strengths and areas for improvement. The headteacher has very high aspirations for the pupils and, together with other senior managers, sets challenging targets that are helping standards to rise across the school. Leaders recognise the need to improve standards in mathematics and have just begun to put procedures in place to do so. All pupils are treated equally and given the help and support that they need. Governors are challenging and supportive. They regularly hold the school to account for its decisions. They take their responsibilities seriously keeping pupils safe and secure in line with government requirements. The school's strategy for promoting community links is effective. Local links are outstanding and are having a very positive impact on the personal development of pupils through business and work-related experiences. Leaders are now seeking links with schools outside the local area to extend pupils' awareness of the cultures that make up modern Britain.

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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?	2
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	2

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

¹Grade 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

How good are the overall personal development and well-being of the learners?	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	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
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?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

6 February 2009

Dear Pupils

Inspection of Pencoys Primary School, Redruth TR16 6RB

Thank you for making us welcome on our recent visit to your school. We very much enjoyed meeting you and talking to you about all the things you do at school. This letter is to tell you about some of the things we found out about your school.

Pencoys is a good school. It provides you with a good education and there are lots of excellent things happening at the school. Because of this, almost all of you make good progress and achieve well. This means that by the time you leave the school in Year 6, you do better than pupils in most other schools in reading, writing and science. Your skills in mathematics are similar to those found in other schools. Sometimes you do not do quite enough in your maths lessons.

We found out that you behave very well and that you really enjoy school. Your teachers provide lots of exciting things for you to do. You told us that you particularly like the many visits that take place into the local area. This is helping you to learn about life after school. Many of you attend the exciting before- and after- school clubs and you told us how much you enjoyed these. We were very pleased to see that you eat healthily and enjoyed watching your early morning 'wake and shake' sessions that you took part in, having lots of fun. Leaders of your school keep you safe and secure.

We are asking the school to do two things to help you improve further.

- Improve your learning in mathematics lessons so that you do as well as you do in reading and writing.
- Link with schools in another part of Great Britain so that you can learn more about other people who live outside Cornwall.

Thank you again for your help and good luck for your futures.

Yours faithfully

Denise Morris

Lead Inspector