

# Pennoweth Primary School

Drump Road, Redruth, TR15 1NA

**Inspection dates** 8–9 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Standards have improved considerably since the previous inspection and most pupils now attain at or above national averages in English and mathematics.
- Children in the Nursery and Reception, and pupils throughout the rest of the school, achieve well.
- All pupils share in the good progress throughout the school. This includes disabled pupils and those with special educational needs, those supported by additional funding and more-able pupils.
- The school prepares pupils well for secondary school.
- Good teaching, combined with pupils' keenness to learn, is responsible for the good achievement. Teachers have developed particularly effective methods of marking pupils' work and showing them how to improve it.
- Pupils behave well in school. Attendance has improved and pupils feel safe in school.
- The headteacher and senior leadership team check the quality of teaching and learning rigorously.
- All staff and governors share in the school's determination to continue the improvements made since the previous inspection and aim for excellence.
- Outstanding care and support, especially for vulnerable pupils, are particular strengths of the school.
- Pupils are very positive about their experiences in school, as are their parents and carers.
- This is a rapidly improving school, with the drive and capacity to improve further.

### It is not yet an outstanding school because:

- Teachers sometimes miss opportunities to develop pupils' writing skills outside of English lessons.
- Not all teachers have benefited enough from observing the best teaching practice in the school to improve their own expertise.

## Information about this inspection

- The inspectors observed 18 lessons taught by 12 teachers. Inspectors carried out four of the observations jointly with members of the senior leadership team. Inspectors also made some briefer visits to classroom sessions. They listened to pupils read.
- The inspectors held meetings with the headteacher, other staff, groups of pupils and five governors. An inspector had a telephone conversation with a representative from the local authority.
- The inspection team took account of 20 responses to the online questionnaire, Parent View, a letter from a parent or carer and 44 questionnaires returned by staff.
- The inspection team observed the school's work and looked at a variety of documentation, including the school improvement plan, the school's checks on its own performance, information on pupils' current progress and records relating to safeguarding. Inspectors also looked at examples of pupils' work.

## Inspection team

John Laver, Lead inspector	Additional Inspector
Marian Marks	Additional Inspector
Anne Wesley	Additional Inspector

## Full report

### Information about this school

- Pennoweth Primary School is larger than the average-sized primary school.
- The great majority of pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium, which is additional funding provided by the government for looked after children or pupils known to be eligible for free school meals, is well above the national average.
- The proportion of pupils who speak English as an additional language is well below average but rapidly increasing.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- In 2013 the school did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school operates a Nursery. Children in Reception and pupils in Years 1 to 6 are taught in mixed-age classes.
- The school operates a breakfast club.
- Since the previous inspection there have been substantial changes in staffing, including a restructuring of the senior leadership team and some other teachers leaving and joining the school.

### What does the school need to do to improve further?

- Improve the consistently good teaching so that more of it becomes outstanding, by:
  - creating more opportunities for all staff to observe and learn from the best teaching practice already in the school in order to improve their expertise and confidence
  - encouraging teachers to get pupils to apply their literacy skills by writing at length and with quality when studying topics outside of English lessons.

## Inspection judgements

### The achievement of pupils is good

- Children join the Nursery with levels of skill and knowledge well below those typical for their age. As a result of good teaching in the Nursery and Reception, children make good progress in all areas of learning and social skills, and so are well prepared for Year 1.
- Inspectors saw children working and achieving well together both in classrooms and when using the excellent outdoor facilities. For example, inspectors saw children in Reception making rapid progress in developing their counting skills. The teacher skilfully used devices such as timelines and got children to explain their reasoning to others in the class.
- Pupils of all abilities and from all backgrounds make good progress as they move up through the school. They increasingly attain standards above the national average. Attainment and progress were below the government's floor standards in 2013, but have improved dramatically following a reorganisation of staffing, a series of interventions to support previously underachieving pupils and considerably improved teaching.
- Pupils' performance in the Year 1 phonics check (assessing pupils' ability to link sounds and letters) has improved dramatically during the last 12 months. Inspectors heard pupils reading confidently and talking with interest about their books.
- Teachers encourage pupils to develop their mathematical skills by ensuring that they apply them to real situations and getting them to explain how they arrive at the correct answers.
- Although pupils make good progress in their writing, the rate of progress does vary between classes. This is partly because there are sometimes more limited opportunities for pupils to apply the skills they show in their English books when writing in other subjects or topics.
- Inspectors saw the good achievement both in lessons and from looking at pupils' work and talking to pupils. The school's extensive records of how well pupils are doing also show the improved progress.
- Disabled pupils and those who have special educational needs benefit from very effective support and make good progress. Inspectors saw this, for example, when additional adults supporting these pupils gave them the confidence to contribute fully to lessons.
- The school has largely eradicated previous differences in progress and attainment between pupils in receipt of additional funding and other pupils, and also previous differences in progress between boys and girls. The progress of pupils in receipt of additional funding in several cases was up to two terms behind other pupils in reading, writing and mathematics in 2013. That gap has disappeared as a result of the school's focus on improving the progress of all pupils.
- The growing number of pupils who speak English as an additional language make big strides in their learning. Staff give these pupils high-quality resources and good support where necessary.
- More-able pupils achieve well, reversing a previous trend of underperformance. Most teachers are now skilled in giving them tasks which enable them to learn quickly. Occasionally more-able pupils do not move on quickly enough to more challenging work in lessons. When this happens, they do not learn as swiftly as they could.
- The school has successfully improved achievement by focusing on improving staff expertise, selecting a range of resources and trying out various learning methods. For example, staff involve parents and carers in their children's learning by encouraging pupils to read regularly outside of lessons.

### The quality of teaching is good

- Teaching has improved since the previous inspection, when it was inconsistent in quality. It is now typically good, and occasionally outstanding.
- Teachers mark pupils' work well. They give pupils useful feedback on how well they have done and how they can improve their progress further. Teachers usually make pupils act upon the marking so that they learn from their mistakes. Pupils know their attainment targets and say that they help them to improve.

- Teachers use a range of methods to help pupils learn, so that they enjoy lessons. Inspectors saw some very effective examples of this during the inspection. In a mathematics lesson for older pupils, all pupils were involved in presenting their solutions to a mathematics problem and having to explain their thinking to each other. Some pupils even rose to the challenge of teaching the rest of the pupils in the class, and this created a buzz of interest throughout the whole class. Pupils created challenging problems for each other.
- There are very good working relationships between teachers and pupils, so that pupils are keen to learn, for example when responding to questioning.
- Teaching assistants and other adult support make valuable contributions to learning. Inspectors saw additional adults working in close tandem with teachers to ensure that all pupils benefited from activities, including disabled pupils and those who have special educational needs.
- Teaching is not typically outstanding partly because the leadership is still developing a programme to give more opportunities for teachers to observe the best practice and support each other.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. Pupils behave well both in lessons and around the school.
- Pupils enjoy the chance to show responsibility. For example, older pupils help younger children with their reading.
- Attendance has in the past been below average but has improved since the previous inspection. The school works hard and with increasing success with those families who struggle to get their children to school regularly.
- Pupils say that they enjoy the range of sporting and other activities which the school offers outside of lessons. They also enjoy learning in the various topics, which often reflect their own interests.
- There is a popular breakfast club which some parents and carers also attend.
- Pupils are friendly and have a good reputation in the local community.
- The school's work to keep pupils safe and secure is outstanding. Pupils know that bullying can take various forms but are confident that there are few incidents and that when they occur, staff will deal with them effectively. The school's survey of parents' and carers' opinions also supports this view.
- The school provides very high-quality care and support for a wide range of pupils, several of whom do not adapt easily to all aspects of school life. The school's success in integrating these pupils into school is one of its significant strengths. The school makes sure that there is no discrimination and that all pupils have the opportunity to do well and be happy at school. Parents and carers who spoke to inspectors or wrote to them also confirmed this.
- Behaviour is not outstanding because some pupils with challenging circumstances sometimes find it difficult to manage their own behaviour effectively. Staff work hard to support and manage these pupils, and parents and carers told inspectors how much they appreciate the hard work of staff in ensuring that the school is an inclusive community which provides 'brilliantly' for all pupils.

### **The leadership and management** are good

- The senior leadership team and the governing body have ensured that the school has focused effectively on improving the quality of education since the previous inspection. Evidence from staff questionnaires shows that all staff are committed to the leadership's vision of continuing improvement.
- The senior leadership team checks the quality of teaching and learning regularly and thoroughly. Subject leaders and other staff with responsibilities such as supporting disabled pupils and those who have special educational needs, support teachers and other staff in developing their expertise.
- Staff welcome the opportunities which the school provides to develop their skills, sometimes in

conjunction with other local schools.

- The headteacher understands the school's strengths and areas for development well, and the school's planning for further improvement reflects this.
- The leadership uses its extensive records on pupils' progress very effectively to determine which pupils need additional support in order to build on their already improved progress.
- Teachers are held more strongly to account since the previous inspection. Changes in staffing have enabled the leadership to reward teachers' successful efforts to improve attainment and progress.
- At first, the local authority provided effective support to help the school improve after the previous inspection. More recently, the authority has adopted a much less intensive approach, because it recognises that the school has the capacity from within itself to continue improving.
- There are good opportunities for pupils' spiritual, moral, social and cultural development, and some of this is reflected in high-quality displays around the school. Pupils have opportunities for other valued experiences outside school, for example through the sports partnership with the local secondary school.
- The leadership has used the additional funding for sport effectively to increase the variety of sporting activities, increase staff expertise in teaching physical education and to encourage a higher take-up of activities by pupils.

■ **The governance of the school:**

There have been several changes in the membership and effectiveness of the governing body since the previous inspection. It is now better at questioning the school constructively about aspects such as the spending of additional funding and its impact on pupils' progress. Governors also check how the school uses additional funding for primary sport. Governors understand how well pupils do in relation to pupils in other schools and they also understand the quality of teaching in the school. This is partly because governors are very active. They are linked to particular subjects and classes, and regularly talk to staff and pupils. The governing body ensures that the school meets all safeguarding requirements. Governors have opportunities to update their own expertise in safeguarding and in other areas. This helps them to carry out their responsibilities in holding leaders to account and in supporting them in their drive for excellence.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	133406
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	442505

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	314
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	James Seth
<b>Headteacher</b>	Robert Adams
<b>Date of previous school inspection</b>	28–29 November 2012
<b>Telephone number</b>	01209 215671
<b>Fax number</b>	01209 215671
<b>Email address</b>	secretary@pennoweth.cornwall.sch.uk



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