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18 December 2015

Mr Brett Dye  
Headteacher  
Parc Eglos School  
Church Hill  
Helston  
Cornwall  
TR13 8UP

Dear Mr Dye

### **No formal designation monitoring inspection of Parc Eglos School**

Following my visit to your school on 30 November 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave me and the time you took to discuss behaviour in your school.

The inspection was a monitoring inspection carried out in accordance with the no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because Her Majesty's Chief Inspector was concerned about behaviour at the school.

### **Evidence**

I observed pupils' behaviour and attitudes to learning:

- as they arrived at and left school
- during lessons in all classes
- in an assembly and at registration times
- as they moved around the school and at breaktime and lunchtime.

I held discussions with you, the deputy headteacher, a senior leader, the school administration manager, the education support adviser from Cornwall Children's Services and a representative from the local authority. I met with two groups of pupils, one from Key Stage 1 and one from Key Stage 2, and had informal talks with pupils at break and lunchtimes. I talked with parents as they arrived at school in the morning. I also scrutinised school documentation including the single central record, behaviour logs, case studies of vulnerable pupils, attendance records and the results of the parental survey conducted by the school.

Having evaluated all the evidence I am of the opinion that at this time:

Leaders and managers have taken effective action to maintain the high standards of behaviour and attitudes identified at the school's previous inspection.

## **Context**

Parc Eglos is a larger than average primary school with 409 pupils on roll aged between four and 11. The headteacher has been in post for seven and a half years. The vast majority of students are of White British heritage and very few speak English as an additional language. Fewer pupils than average are known to be eligible for free school meals. A lower than average proportion of pupils are included in the register of special educational needs or have statements or education, health and care plans. Few pupils joined or left the school during the year and staff turnover has been low.

## **Personal development, behaviour and welfare**

Pupils behave well, are attentive in lessons and enthusiastic about their work and school in general. They listen sensibly to instructions from teachers from an early age and feel confident in asking a question to clarify their own understanding. In a Reception class where children were practising for their Christmas performance of Little Red Riding Hood and learning a dance for the first time, they took careful notice of what they were asked to do. The children divided themselves into two groups without much adult help and followed the relevant steps for their character, which were being demonstrated by the teacher and the teaching assistant. In assembly, pupils were fully engaged and at the beginning, when an outside church group delivering an 'Open the Book' session asked for volunteers, nearly all pupils put their hands up to be chosen. When their fellow pupils were dressed as Hebrews others were highly respectful and, regardless of year group, joined in very enthusiastically in singing and acting out a Christmas song.

Pupils are courteous towards one another, teachers and other adults. Relationships in the school are of a very high quality. Teachers have high expectations of good behaviour and speak very politely to pupils. They model high standards, commending pupils for good actions but checking them when behaviour falls below their expectations. Adults do this in a very supportive way with a question as to whether the pupil is making a good choice. This commands respect from the pupils. Pupils know the significance of good behaviour and consider it important. They report that it is unusual for their lessons to be disturbed by poor behaviour and if there is any they are confident teachers will deal with it immediately. This was borne out by observations of lessons. Each class has its rules prominently displayed with reward charts, which are valued by the pupils. Many pupils have been involved with drawing up class rules, which sit alongside the school rules. Teachers act consistently in applying the rules and the school's policies. Pupils who find managing their own behaviour more difficult are helped with reward cards and these pupils are especially proud of the stars they gain over the course of a day.

The school's pupil discipline, anti-bullying and behaviour policy is displayed on the school's website and is clear and appropriate, although its assigned date for review has now passed.

Pupils are eager to help one another. During the very windy lunchtime, a pupil's lunch box blew across the playground and other pupils rushed to offer help.

The school is on a very cramped site but pupils move around in a sensible fashion and follow the rule to keep to the left even when adults are not present. Lunchtime routines are well established, with pupils lining up for their food sensibly and clearing up after themselves without being prompted. There is very little litter around the site and pupils in the playground put any packaging they have in the bins. Pupils are encouraged to take responsibility for school life. A number of older pupils hold positions such as Playground Pals, Huff and Puff organisers or Eco organisers. They consider this an honour as they have applied for these jobs and they discharge them well. Pupils responsible for distributing playground equipment to younger pupils rightly made the decision that as the day was so windy it would not be sensible to allow certain ball games. They explained this well to younger pupils who understood the rationale.

The school has a creative curriculum which means that pupils enjoy learning. Pupils say that learning is fun and that teachers always help them but provide them with work that is challenging and makes them think. The school is adamant that it should be inclusive and supportive towards vulnerable pupils and those who find learning and managing their behaviour very challenging. It employs a number of strategies and seeks early external support for these pupils. To address some concerns in one year group, the school acted to establish a small nurture group which is staffed by a member of the local authority behaviour support service. This is already having a positive impact and pupils who are very vulnerable are well supported and their needs are being met. The rate of exclusions has dropped this year as a result of this initiative.

The school takes any incidents of bullying very seriously. Parents are very supportive of this and say they are confident any issues will be dealt with promptly. Pupils also report that although there is very little bullying it is regarded as a matter of grave importance by the school. Pupils talk with confidence and enthusiasm about a recent anti-bullying workshop and are very aware of how to keep themselves safe on the internet. Pupils feel safe in school and staff know how, and when, to refer any concerns. All training in relation to safeguarding pupils is up to date. However, leaders are well aware that issues exist with parental access to the Nursery school located on the school's site. Plans for more secure access have already been established but are yet to be implemented.

Attendance is similar to national averages but there is a slight decline when compared with this time last year. The school checks up on any absence on the first day, follows up on absence, rewards classes which have high attendance and has a governor who is specifically involved with this. However, it is not as assiduous as it could be in checking pupils' attendance levels very regularly, especially of those pupils known to be eligible for the pupil premium. The school is working to improve the attendance of a number of pupils who are absent regularly. It holds clinics for

parents of these children and works intensively with them to ensure their children attend. However, these clinics are not held regularly enough to be fully effective.

Pupils are punctual to lessons and at breaktimes quickly cease playing games and line up when told. However, a number of pupils are late in the mornings. The school records this routinely and writes letters to parents but, nevertheless, opportunities to stress the importance of punctuality to both parents and pupils are sometimes missed.

In 2015, pupils' attainment at the end of Key Stage 1 dipped. A number of changes in staffing in one year group had an adverse impact on both pupils' achievement and standard of behaviour. Staffing has now been stabilised with the appointment of a permanent experienced teacher and behaviour has improved significantly. Attainment at Key Stage 2 is higher than the previous year and pupils make good progress.

### **Priorities for further improvement**

- ensure that the school's plans for more secure access for parents to the on-site Nursery school are implemented rapidly
- emphasise more strongly the importance of punctuality at the start of the day to pupils and parents
- strengthen the procedures for reviewing attendance information so that the school can act rapidly when issues are identified.

I am copying this letter to the Director of Children's Services for Cornwall, the Secretary of State for Education and the Chair of the Governing Body. This letter will be published on the Ofsted website.

Yours sincerely

Marcia Headon

**Ofsted Inspector**