

# Pensans Community Primary School

Madron Road, Penzance, Cornwall, TR20 8UH

## Inspection dates

18–19 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress in English and mathematics and achieve well.
- Pupils' achievement in reading is a particular strength of the school. By Year 3, most read widely.
- Children make outstanding progress in the Nursery and Reception classes.
- The quality of teaching is consistently good.
- The curriculum provides many rich and varied opportunities so that pupils enjoy their learning.
- Partnerships, such as that with the Eden Project, further extend the wide range of opportunities that the school offers its pupils.
- Pupils behave extremely well, both in and out of lessons. They are polite, thoughtful and care for each other.
- Arrangements for keeping pupils safe at all times and in all areas of the school are exemplary.
- The headteacher provides determined and strong leadership. Staff share his vision to ensure that the school is an excellent place for learning, at the heart of the community.
- Governors are supportive and challenge school leaders well. They bring a wide range of expertise to the school and hold leaders to account for improving the quality of teaching and pupils' achievement.

### It is not yet an outstanding school because

- Pupils' progress in mathematics in Years 1 and 2 is not as good as in reading and writing, so their attainment by the end of Year 2 in mathematics remains well below the national average.
- Too few pupils, including the most able, make outstanding progress in English and mathematics.

## Information about this inspection

- The inspection was carried out over two days.
- Inspectors observed 17 lessons, many of which were jointly observed with the headteacher.
- A number of short visits were made to lessons, and a school assembly was observed.
- Inspectors observed pupils before the start of the school day at breakfast club, during playtime and at lunchtime.
- Inspectors listened to pupils read and talked with groups of pupils whilst scrutinising their work in a range of subjects.
- Meetings were held with school leaders, school governors and groups of pupils.
- A discussion took place with an external consultant who supports the school.
- Inspectors analysed documents and policies, including information relating to the safety of pupils and data that monitor pupils' progress.
- Inspectors took account of the views of staff and also the 55 responses from parents submitted on Parent View. Some parents asked to speak to inspectors, and their views also were considered.

## Inspection team

Marian Marks, Lead inspector

Additional Inspector

Paul Sadler

Additional Inspector

Terry Payne

Additional Inspector

## Full report

### Information about this school

- This is larger than the average size primary school.
- The school includes a nursery which has 26 places for each half-day session.
- The proportion of pupils supported by school action is broadly average, while the proportion supported by school action plus or who have statements of special educational needs is well above average.
- The proportion of pupils known to be eligible for free school meals and supported by pupil premium funding is well above the national average. The pupil premium is additional funding for pupils in receipt of free school meals, in the care of the local authority, or whose parents or carers serve in the armed services.
- The school meets the government's current floor standards. This is the minimum expectation for pupils' attainment and progress in both English and mathematics at the end of Year 6.
- The headteacher has provided support for another local primary school since September 2013.
- The school is a member of a cooperative trust, the Penwith Education Trust.

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

- Raise pupils' attainment in mathematics in Years 1 and 2 by:
  - providing more opportunities for pupils to explain their answers in their books
  - providing clear and explicit guidance to pupils about the need to learn important basic number facts in mathematics so that their progress is not held back.
- Ensure the most able pupils attain the highest possible standards by ensuring tasks are challenging and by using the available lesson time effectively in order to move pupils' learning forward at a good pace.

## Inspection judgements

### The achievement of pupils

is good

- Children start school in the Nursery or Reception classes with skills and abilities that are generally well below those expected at their age.
- Children make exceptional progress in the Nursery and Reception classes, especially in learning the letters and their sounds. The exciting opportunities for children to learn both indoors and outdoors in extremely well equipped learning spaces lead to rapid development of their social skills and emotional maturity.
- In Years 1 and 2, pupils achieve well in reading and in writing, but less so in mathematics. The curriculum ensures pupils achieve well in many other subjects and is exciting. During this inspection, pupils were fascinated when learning about gravity during a Year 1 science lesson.
- Attainment in Year 2 is below average despite good progress.
- Programmes are in place to help pupils who find reading difficult. These help them to catch up if they start to fall behind.
- In Years 3 to 6, pupils make good progress so that their attainment in English and mathematics is close to that of other pupils nationally.
- Pupils take pride in their work. The work in their books is presented to a very high standard. Pupils are given a pen licence in recognition of excellent standards in handwriting.
- Reading is a strength across the school. Pupils make very good use of the wide range of texts available in classrooms and in the library.
- Pupils eligible for the pupil premium funding make progress similar to that of other pupils in the school. The school tracks this carefully to make sure that there are no gaps in the progress made in English and mathematics for eligible pupils when compared to their peers. Any gaps that emerge are minimal and swift action soon closes them.
- Disabled pupils and those with special educational needs achieve well and make progress at similar rates to their peers. Pupils are extremely well supported in a variety of highly effective ways that remove barriers to their learning. This reflects the school's success in fostering equality of opportunity. The most able pupils do not always make as much progress as they should. Too few pupils make more than the expected progress in English and mathematics.

### The quality of teaching

is good

- The quality of teaching is consistently good across the school. Identified weaknesses are swiftly addressed by the headteacher and senior leaders.
- Teachers provide well thought out tasks that are interesting, well structured and motivate pupils to learn.
- Teaching is particularly strong in the Nursery and Reception classes as teachers have an excellent understanding of how young children learn.
- The teaching of physical education is a strength of the school. This is partly due to the spending of the government's additional funding for primary sport. This has been a benefit of membership of the Penwith Education Trust.
- Marking is of good quality and helps pupils to improve their work. This aspect of the school's work has improved since the last inspection.
- The most able pupils are not always fully challenged by the learning tasks they are given.
- In Years 1 and 2, pupils have too few opportunities to show how they found the answer to a mathematics problem. Teachers do not place enough emphasis on the need to learn important number facts, such as  $6 \times 5 = 5 \times 6 = 30$ . This means pupils lack confidence in solving more complex problems in their subsequent work.
- Good relationships are evident between pupils and their teachers.

- Teaching assistants are effective and have a clear understanding of the needs of the pupils they support, especially disabled pupils and those with special educational needs.

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

- Pupils behave extremely well. This is consistently so, both in lessons and around the school. Pupils enjoy many friendships. They help and support each other, play together well and are very polite. This includes children in the Nursery and Reception classes.
- Pupils are proud of the school, wear their uniform with pride and are very smart. They respect all areas of the school, and the high quality displays of pupils' work always remain intact.
- The atmosphere in the dining hall is friendly. Pupils show good manners and engage in conversation with friends. This demonstrates the school's success in fostering good relationships.
- Pupils are encouraged to behave well and are rewarded with behaviour and attitude reward tokens (BARTS) for kindness and respect to others, and for their efforts in their learning. Pupils are delighted when spending BARTS in the school's book bank.
- Pupils say there is almost no bullying and that they feel safe. This is supported by evidence in the school's records relating to behaviour, and also reflects the view of parents and carers.
- Pupils understand about e-safety and beach safety because they are taught well about these matters.
- Pupils are curious about the way of life of people of different cultures and faiths. This was observed when Year 6 shared a Cornish cream tea with their French penfriends and demonstrates how the school successfully tackles any potential intolerance or discrimination.
- The school's work to keep pupils safe and secure is outstanding. There is much excellent practice evident in the school's records. These are routinely checked and monitored by school leaders and governors.
- Outside play is extremely safe and much improved recently as a result of the school's work in partnership with the Eden Project and the resulting improvements made to the school's outdoor environment.
- The attendance of pupils continues to improve and is above the national average. Persistent absence is negligible and there have been no exclusions for a considerable time.

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

- The school is extremely well led by the headteacher who is highly experienced and effective. He has a clear vision for the school as a place at the heart of the community where achievement and excellent behaviour are fostered.
- Middle leaders have taken effective action to improve pupils' achievement in reading and writing, and their leadership is now beginning to have an impact in mathematics.
- The headteacher and other leaders monitor pupils' progress carefully and act quickly to ensure that pupils do not fall behind.
- The headteacher regularly monitors the quality of teaching and keeps records to make sure that this is taken into account when considering teachers' pay, and that teachers' training needs are effectively met.
- The impact of pupil premium funding is monitored very effectively through rigorous analysis of data and has led to minimal gaps in the achievement of these pupils when compared with others.
- The headteacher and governors make very accurate judgements when reviewing the school's effectiveness. As a result, they know what to do to ensure the school improves further. This includes ensuring that the most able pupils achieve more than the minimum expected progress and that pupils in Years 1 and 2 make more progress in mathematics.
- The school has a number of very successful partnerships. Membership of the Penwith Education

Trust has allowed the school to capitalise on working with other schools locally. This includes the sharing of resources to provide more opportunities for pupils in sport and physical education, using the government's additional funding. The Eden Project has supported the school's work in outdoor education.

- The headteacher has provided expertise and leadership to another local primary school since September 2013.
- The local authority has provided appropriately light support for this good school, for example by training teaching assistants on accelerating pupils' progress in mathematics.
- The school has extremely positive relationships with parents and carers who value the school's work and are very supportive. The responses on Parent View indicate that parents have an overwhelmingly positive view of the school.
- The school's work relating to safeguarding is a strength of the school and fully meets requirements.
- Areas of improvement identified at the last inspection relating to improving marking and feedback to pupils have been fully addressed.
- **The governance of the school:**
  - Governors support the school well. Much effort has been placed on strengthening governance since the last inspection. Governors have attended training and, through a good understanding of data, have a secure knowledge and understanding about how well the school is doing when compared with others locally and nationally. This helps them ensure that school leaders are both supported and challenged effectively.
  - Governors understand how the pupil premium funding is spent and its impact on ensuring that eligible pupils achieve as well as others. They are well informed about teachers' performance and how this relates to their pay and responsibilities.
  - Governors are ambitious for the school and dedicate much time and effort in pursuit of further improvements.

## 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>	134726
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	441092

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<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>	290
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephen Trow
<b>Headteacher</b>	Martin Higgs
<b>Date of previous school inspection</b>	9–10 February 2011
<b>Telephone number</b>	01736 363627
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