

# Portreath Community Primary School

Penberthy Road, Portreath, Redruth, TR16 4LU

**Inspection dates** 22–23 May 2013

<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		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils enjoy school, make good progress and achieve well in all subjects. They are rightfully proud of their school, keen to learn and attend regularly.
- The quality of teaching is consistently good, with much that is outstanding. This has enabled pupils to secure good achievement over time in English and mathematics, preparing them well for the next phase in their education.
- Well-planned lessons taught by teachers, supported effectively by teaching assistants, meet the needs of all pupils, including disabled pupils and those with special educational needs so they too achieve well.
- Children in the Early Years Foundation Stage benefit from learning in a creative and stimulating environment, making good use of the outdoor space and the local environment.
- Pupils feel safe in school. Their behaviour is good around the school and in lessons, where they demonstrate positive attitudes towards their learning. This is a school where everyone is valued and treated as an individual.
- Teachers have high expectations and pupils are keen to check how well they have done using teachers' comments to improve their work still further. Leaders monitor pupils' progress regularly and use this information to set challenging targets.
- The headteacher provides the school with strong and purposeful leadership. There is a shared commitment by staff to ensure that every pupil is encouraged to do their very best. Members of the governing body provide good support and challenge to leaders. This has been successful in sustaining good achievement for all pupils.

### It is not yet an outstanding school because

- Teachers, especially in Key Stage 1, do not always provide challenging work for pupils with similar abilities in the different mixed-age classes.
- Pupils are not always clear about what they have to achieve to be successful by the end of the lesson.
- Teachers do not always move pupils, especially the more able, onto activities in lessons that enable them to make better progress.
- The assessments made on children's work in the Reception Year do not always accurately reflect their ability.

## Information about this inspection

- The inspector visited 11 lessons and observed five teachers. The headteacher joined the inspector for a number of observations. In addition, the inspector made a number of short visits to small-group work to look at the teaching of phonics (linking letters and sounds) and to observe the work of teaching assistants.
- Discussions were held with the headteacher, staff, pupils, members of the governing body and a representative from the local authority.
- The inspector observed the school's work and looked at a range of documents, including the school improvement plans, priorities for development, achievement data and documents relating to safeguarding children.
- The inspector took account of the 71 responses that were received from parents and carers to the Parent View online questionnaire and the 16 responses to the staff questionnaire during the inspection.

## Inspection team

John Cavill, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Portreath is a smaller-than-average-sized primary school.
- Children in the Early Years Foundation Stage are taught in a Reception class with some pupils from Year 1. All other classes contain pupils from two year groups.
- Almost all pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils who are known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, those from armed service families and for looked after children, is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school manages a breakfast club for the pupils, which was part of this inspection.
- The school is part of the Crofty Learning Trust, a partnership of six local primary schools.

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

- Improve the quality of teaching to outstanding overall, especially in Key Stage 1, to increase pupils' achievement by making sure that:
  - teachers challenge pupils with tasks that are equally demanding in each class for pupils of similar ability
  - teachers use information about the progress of individual pupils, particularly the more able, to reshape tasks and enhance learning during lessons
  - teachers help pupils identify and understand what they can achieve and will be able to do by the end of the lesson, particularly by providing more time for pupils to produce longer pieces of written work.
- Improve the accuracy of assessment in the Early Years Foundation Stage to fully reflect pupils' achievement as they were too strict.

## Inspection judgements

### The achievement of pupils is good

- Children start school with skills, knowledge and experiences which are similar to the levels typically expected for their age, except in writing and some aspects of numeracy, which are lower. The Early Years Foundation Stage team plans children's learning carefully to ensure the children make good progress.
- Pupils begin Year 1 with average levels of attainment across all areas, reflecting the work to improve literacy and numeracy skills. Inspection of the work of children who are currently in the Reception class indicates that teachers are not always accurate in their assessments, especially when they finish the year, leading to some lower attainment scores being recorded than the children actually achieve.
- By the end of Year 6, pupils reach standards in English and mathematics which are above the national average, and have been over some time. Some weaker teaching in the class containing the Year 6 pupils in 2012 led to them attaining untypically low results in the national tests. However, following some effective monitoring of the situation, senior leaders intervened and ensured that by the time these pupils left the school they were well prepared to move onto secondary education with at least average levels of attainment in reading, writing and mathematics.
- Achievement in writing is weaker than in reading and mathematics but the school's data show all pupils continue to make similarly good progress in all subjects throughout the school, successfully closing the gap between writing and reading. The current attainment of pupils is above where they would normally be expected to be and indicates that attainment is likely to be above average in English and mathematics this year.
- Disabled pupils and those who have special educational needs make good progress. Expertly targeted additional support delivered by teaching assistants ensures that the needs of these pupils are fully met, wherever possible within the classroom, and promotes equality of opportunity in this inclusive school.
- All pupils who are known to be eligible for the pupil premium make good progress. The attainment of the very small number of pupils in receipt of free school meals was two years behind others in English and one year behind in mathematics in 2012.
- A programme to support the teaching of phonics is rapidly improving pupils' progress in reading and writing. Pupils in the Year 1/2 class were successfully developing sentences writing a recount of the previous day's visit to Pendennis Castle. They read books fluently and standards in reading are above average at the end of both Key Stages 1 and 2.

### The quality of teaching is good

- Teaching is typically good, with some that is outstanding. This is the main reason for pupils' good achievement. Quality teaching has been maintained because school leaders have high expectations of the teachers, check their performance regularly and have supported them to continually provide a good education for their pupils. Pupils say the work set is 'exciting'.
- Lessons are full of engaging tasks that are, especially in the topics studied, designed in conjunction with the pupils to enthuse and inspire them. Classrooms are full of well-behaved children who are focused, working together and eager to do well. There is a positive climate for learning and relationships are good.
- Children have a good start to school in the Early Years Foundation Stage. Work is precisely planned to match the abilities of all pupils and is creative. Some children were observed acting out a story about princesses and knights while others outside with a teaching assistant were comparing toy insects they had found in the hedge with those they had seen on holiday in Tenerife.
- Teachers expect their pupils to think, learn and work by themselves individually or in groups.

Lessons are planned skilfully to meet the needs of pupils in the mixed-aged classes. However, in Key Stage 1 especially, pupils of the same ability in different classes are not always challenged to attain similar levels, as the work is often different. This is limiting the ability of some pupils to make faster progress.

- In an outstanding Year 4/5 numeracy lesson on word problems, the teacher used her time to question and monitor progress, moving individuals onto harder work as they became successful or with some support if they found the work difficult, increasing their ability to make good progress. However, this is not always the case and in some lessons, pupils, especially the more able, are not being moved on quickly enough.
- The quality of teachers' marking in pupils' books is excellent and demonstrates outstanding practice. They mark pupils' work regularly indicating the next steps pupils need to take in order to improve. Pupils use this information well with regular opportunities to review and improve their work.
- Pupils are given guidance on what they have to do in lessons using success ladders and other ways to be able to check their own progress. However, pupils are not always clear about how much they need to do and often pupils of differing ability produce similar quantities of work. This is especially the case when pupils are asked to undertake extended writing. Pupils are not given enough opportunities to write extended texts independently, which is limiting pupils, especially the more able, from reaching higher levels of attainment.
- Teaching assistants support pupils' learning well, but particularly for disabled pupils or those with special educational needs and those in receipt of pupil premium. This is having a positive impact on accelerating progress for some individual pupils who are being supported.
- Almost all parents and carers who responded to the online questionnaire said that teaching is good.

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

- Pupils are rightly proud to be a pupil at Portreath and have typically good attitudes to learning. The school is an inclusive community welcoming all within a culture of mutual respect, which pupils understand and appreciate. As a result, they feel safe and act safely. Around the school, their behaviour is exemplary and they enjoy each other's company.
- All pupils feel valued and well supported. In lessons, pupils are enthusiastic and the relationships between pupils and adults are strong. Behaviour is not yet outstanding because, on a few occasions, when pupils are less inspired by the teaching, they begin to lose interest and do not learn as well as they could.
- Parents and carers are overwhelmingly positive about the work of the school. All parents and carers who responded to the online questionnaire said that behaviour was good, their children were kept safe and that they were happy to come to school.
- Children in the Early Years Foundation Stage settle quickly and behave well, helped by the older pupils in the school who act as buddies. This relationship extends throughout the year and regular events such as lunches at school reinforce this supportive bond.
- Pupils have a good understanding of all types of bullying including cyber-bullying. They are confident and trust adults to deal with any incidents quickly. Pupils report name-calling is uncommon and know any racist language is unacceptable.
- Pupils respond enthusiastically to achieving team points and awards for good behaviour and work, such as the raffle tickets with weekly draws to help keep their interest and good behaviour around the school. Behaviour in the breakfast club is good.
- Pupils enjoy taking responsibility and are given many opportunities to do so. For example, the 'Super Sixes' for pupils in Year 6 provide them with opportunities to assist teachers around the school and in the school office. Good transition arrangements ensure that pupils at this school are well prepared for the next stage of their education.

**The leadership and management are good**

- The headteacher and small team of leaders and managers have fostered a harmonious and happy community school. Their aspirational vision for the future is shared continually with staff, pupils, and parents and carers leading to a sense of common purpose that involves the local community.
- The regular and effective tracking of pupils' progress, both academically and in their personal development, underpins all school activities. Meetings to discuss pupils' progress are held with staff to identify those pupils falling behind or not making expected progress. This helps leaders to take appropriate and decisive action to see that they catch up. However, achievement data recorded for the Early Years Foundation Stage are not always accurate with many children demonstrating higher levels of achievement than is recorded.
- Leaders and governors have successfully challenged teachers to improve their teaching. The regular performance management of staff, through checks on teaching and the progress of pupils, ensures teachers receive appropriate and timely opportunities for professional development, more recently through the school's membership of the Crofty Learning Trust. Leaders make sure that the levels of pay awarded to individual teachers reflect how well their pupils learn and any leadership responsibilities that they have.
- Leaders have a good understanding of what needs to be done in order to further raise the school's overall effectiveness. Their self-evaluation is thorough, helping both to support further improvements at the school and maintain the good achievement and teaching already secured. This demonstrates the school's capacity to improve.
- Parents and carers, and all school staff, are highly positive about the way that the headteacher and her team lead the school.
- The mixture of subjects in the school's curriculum is stimulating and varied. Topics are developed in partnership with the pupils and reflect their needs and aspirations. Visits and residential visits, such as the Year 5/6 visit to London, help pupils to develop their independence and experience other cultures. Spanish teaching is well embedded throughout the school. The engagement of pupils in the 'Spanish Evening' that took place during the inspection, including visitors being greeted to the school in Spanish, helps pupils develop their social, moral, cultural and spiritual skills.
- The local authority provides only a 'light-touch' support to this good school, reflecting their confidence in the way that it is led.
- **The governance of the school:**
  - The governing body has a good understanding of the school, how well pupils are progressing and the effectiveness of teaching. Governors understand the areas for development and work with the school to see through the school improvement plan. They are aware of the results pupils attain in national tests and how they compare nationally. They understand how each member of staff is paid according to their experience and performance. Governors have a clear understanding of how the pupil premium is allocated and its impact on improving levels of pupil attainment. The governing body ensures the school meets its statutory safeguarding requirements and is highly supportive of everyone there. Governors provide support and challenge to the school's leaders and the governing body has recently increased its capacity with some new governors. Members benefit from regular training opportunities.

## 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>	111839
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	412750

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	141
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Williams
<b>Headteacher</b>	Nicola Finn
<b>Date of previous school inspection</b>	29 April 2009
<b>Telephone number</b>	01209 842542
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