

# Penryn Community Infant School and Nursery Unit

Treverbyn Rise, Penryn, Cornwall, TR10 8RA

**Inspection dates** 10–11 July 2013

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because:

- The quality of teaching has fluctuated in the recent past and although improving there has not been enough good or better teaching to sustain pupils' good achievement.
- Over time, the reading, writing and independent learning skills of some pupils, including some in receipt of the pupil premium, have not been good enough.
- Leadership and management have lacked the rigour needed over time to check and raise the quality of teaching and accelerate the pupils' progress.
- Although teamwork is improving, the roles of senior leaders, including governors, are not clear enough and this is constraining their ability to ask searching questions and to quicken the pace of improvement.
- Steps taken to increase the involvement of governors in checking and supporting the work of the school have not been implemented long enough to fully hold senior staff to account.
- Attendance has improved this term, but it is still below average over the year. It is reduced by too many parents and carers taking their children on holidays during school time.

### The school has the following strengths:

- Pupils' progress and attainment in Key Stage 1 have recently improved.
- There is more good teaching now in the Early Years Foundation Stage because learning is developed through practical activity.
- Staff pay close attention to pupils' pastoral needs; they manage pupils' behaviour skilfully and are diligent in safeguarding pupils' welfare.
- Pupils behave well and enjoy coming to school because they have lots of friends and feel safe.
- The school promotes the pupils' spiritual, moral, social and cultural development well through topics, such as 'Australia', and visits and links with the local and wider community.

## Information about this inspection

- The inspectors visited 19 lessons and one of the inspectors was accompanied by the headteacher during some of these observations.
- The inspectors observed morning playtime and lunch breaks and also attended an assembly.
- Meetings were held with members of the school council and many other pupils were spoken to during lessons and break times. The inspectors met with governors and a representative of the local authority. The lead inspector also had a separate telephone conversation with the same representative of the local authority.
- The inspectors held meetings with school staff, including senior leaders.
- The inspectors took account of 13 staff questionnaires.
- The inspectors also took account of 15 parents' and carers' responses to the online questionnaire ,Parent View, in planning and undertaking the inspection. One of the inspectors also spoke informally with a number of parents and carers.
- The inspectors observed the school's work, and looked at a number of documents, including: the school's own data on pupils' progress, school improvement planning, leaders' checks on the quality of teaching, local authority checks of provision and pupils' progress, records relating to behaviour and attendance, and documents relating to safeguarding.

## Inspection team

Alex Baxter, Lead inspector

Additional Inspector

Lynn Thomas

Additional Inspector

# Full report

## Information about this school

- This infant and nursery school is broadly similar in size to other schools.
- Children in the Early Years Foundation Stage are taught in a nursery unit for children aged between 3 and 4 years and in two Reception classes.
- Most pupils attending the school are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action is above the national average. The proportion supported by school action plus or with a statement of special educational needs is below the national average.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is above average and includes a large proportion of pupils who also have special educational needs.
- The school has experienced a significant amount of staff illness, including at a senior level, during this academic year.

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

- Raise the quality of teaching to good or better so that it increases pupils' achievements by:
  - increasing the opportunities provided for the pupils to review, share and develop their own work so that they become more independent learners
  - embedding the use of checks on pupils' progress to ensure that learning activities are more consistently matched to their differing abilities
  - making more effective use of all teaching assistants so that they are all consistently able to make effective contributions to pupils' learning.
- Strengthen the quality of leadership and management at all levels, including governance, to sustain the drive for improvement by:
  - making the roles of senior and middle leaders clear so that they have more specific responsibility and are held to account for improving teaching and checking its impact on pupils' learning
  - ensuring that governors play a greater and more consistent role in challenging school leaders and in checking the impact of provision, especially teaching, on pupils' progress

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

- Improve pupils' attendance by:
  - developing a wider range of incentives and rewards to promote good attendance
  - more strongly dissuading parents and carers from taking their children out of school for holidays during term time.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' achievement requires improvement because over time pupils do not make good progress through the school. Their performance has improved this year, but is still variable at times in Years 1 and 2, especially when pupils are not given tasks which enable them to work at their own level and build more independently on previous learning.
- Children join the school in the Nursery with levels of skills and knowledge that vary from year to year; mostly they are below or well below those normally expected.
- As in other parts of the school, their achievement has varied in recent years. Now in response to good teaching, children settle quickly and make good progress in the Nursery and Reception classes.
- The improved monitoring of checks of pupils' progress over the past year is helping teachers to more accurately target pupils' phonics understanding (sounds that letters make) and as a result, their reading, writing and numeracy skills are steadily improving.
- As a result, pupils' attainment by the end of Year 2 is much closer to that found nationally for pupils of this age than it has been for several years. This was seen, for example, during guided reading as pupils showed their confidence when reading and expressing their ideas using an appropriate range of descriptive terms.
- Most pupils, including those in receipt of additional adult support funded by the pupil premium, have quickened their progress and improved their skills, especially over the past few terms.
- A scrutiny of pupils' work in Years 1 and 2 shows variations in pupils' handwriting, presentation and spelling, and although improving, reflects past weaknesses in pupils' progress. For example, the achievement gap in Year 2 between pupils supported by the premium and others has narrowed positively to about one term's progress in mathematics, but the achievement gap in reading and writing has not closed as much and remains at over two terms progress and still requires improvement.
- In Year 1, improved and earlier use of pupil premium funding has promoted better progress this year and the achievement gap is closing more rapidly.
- Disabled pupils and those with special educational needs receive sensitively implemented support from understanding adults. Those with behavioural needs become more able to learn with others. As with other pupils, their progress in literacy and numeracy varies and is similar in that progress still requires improvement.

### The quality of teaching

### requires improvement

- Instability in staffing and leadership contributed to variations in the quality of teaching over time which constrained the progress of some pupils on their journey through the school, contributing to a decline in standards at the end of Year 2.
- Teaching has shown some improvement this academic year and continues to improve. However, there is still some inconsistency in the quality of teaching across the school. This is especially so in Years 1 and 2 classes, where there is not as much good teaching as there is in Early Years Foundation Stage classes.
- Throughout the school all adults are skilled in managing pupils' behaviour and developing their positive attitudes and enjoyment in learning. In Reception classes and the in the Nursery, children have frequent opportunities to learn well through practical activity and by finding things out for themselves. For example, children hunt excitedly for real insects in their raised garden

beds or search in their sand and water trays for model 'mini-beasts'.

- Occasionally in Years 1 and 2 classes, some pupils lose interest and their skills in learning for themselves or by collaborating with others are underdeveloped. This happens when pupils spend too much time sitting listening to teachers or are all completing the same tasks set by the teachers. Sometimes, the pupils' attention wavers and their progress slows because the activities set and degree of support from some teaching assistants organised by the teachers are not matched closely enough to pupils' interest and abilities.
- Even so, there is an increasing amount of good teaching now in Years 1 and 2, especially when pupils are working in groups closely supported by adults who use questioning well to build on previous learning and draw out and develop new learning from pupils' ideas. This is particularly the case during guided reading sessions and increasingly during mathematics lessons. For example, in Year 2 a teacher skilfully developed the pupils' understanding of multiplication through practical problem solving activities.
- Accelerated learning also takes place when pupils are enthused by stimulating topic work that links subjects together, for example, when creating their own computer generated presentations of rock pool creatures.
- Strengthened teaching of writing and phonics is now increasing pupils' progress, including by those very skilled teaching assistants who also give pupils good oral guidance on how to improve. Some teaching assistants also positively enable disabled pupils, those with special educational needs and those receiving additional support funded by the pupil premium to progress as well as other pupils.

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

**are good**

- Pupils behave well and, as at the time of the previous inspection, there are positive relationships between all members of the school community.
- Pupils are very clear about the sanctions for inappropriate behaviour and help each other in keeping to the 'Penryn Golden Rules', which are implemented and modelled caringly by all staff.
- An atmosphere of mutual respect supports good behaviour in lessons and at break and lunchtimes and is especially considerate of those pupils with emotional and behavioural needs.
- Occasionally, a few pupils lose interest in lessons and their commitment to learning slips, but usually only when teaching is not as stimulating as it could be. For example, pupils say that, 'School is fun', but would like to use computers more often and spend less time listening to teachers in lessons.
- Pupils and their parents and carers report that bullying is very rare and that any incidents of misbehaviour are dealt with quickly by staff. The pupils also talked positively about 'anti-bullying week' and the helpful advice they are given about how to keep safe. As a result, pupils say that they feel very safe at school and show that they know about cyber bullying and e-safety and understand that bullying can take different forms.
- Pupils accept responsibility willingly, for example the school council talked enthusiastically about raising funds through a cake stall. Pupils show good initiative when organising team games during playtimes, but occasionally pupils in Key Stage 1 lack such opportunities in lessons.
- Attendance has improved this term, but is still below average over time despite school efforts to reduce holidays taken during term time. Pupils talk eagerly about 'Attendance Ted', but say that they would like more competitions and rewards like this to encourage good attendance.

### **The leadership and management**

**require improvement**

- Leadership and management require improvement because the roles of some senior and middle

leaders, including governors, are not yet clear enough. This means that the positive improvements made in teaching in recent terms are not yet fully backed up by the rigorous checks needed to secure equally good and consistent teaching in all parts of the school.

- Even so, the renewed staff morale, evident in responses to the staff questionnaire, shows that the school is emerging steadfastly from a period of staffing instability. Inspection also shows that governors are developing a sharper understanding of what needs to be improved. As a result, there is a positively strengthened commitment and ability to move forward.
- By also working more closely with external partnerships the headteacher has accurately identified areas in need of improvement in the school development plan. Senior staff and governors, as a team, are also more purposefully linking intentions to quicken pupils' progress with staff performance, pay and training opportunities.
- In recent terms senior leaders have been tracking pupils' progress more accurately and are increasingly using this information to allocate additional resources more efficiently to improve their progress. For example, this year actions taken to make better use of the pupil premium have narrowed the achievement gap in mathematics.
- Staff promote pupils' spiritual, moral, social and cultural development well through themed events such as anti-bullying week and regular visits to the local community, for example, to the church. The school's well-maintained and good quality and spacious indoor and outdoor facilities and resources for learning also contribute in no small measure to the pupils' enjoyment of school.
- The school gives a high priority to safeguarding and all staff are diligent in fulfilling their responsibilities. They work in unison to keep pupils safe and to provide consistent role models, and implement agreed procedures to sustain good behaviour and very supportive relationships.
- The staff treat all pupils equally and do not tolerate discrimination of any kind and this is much appreciated by parents, carers and pupils alike. For example, disabled pupils and those with special educational needs are fully included in day-to-day activities and their contributions are equally valued.
- The local authority is now providing the effective guidance needed to help the school to embed the checks needed to ensure that teaching quickens pupils' progress.

■ **The governance of the school:**

- Governors accept that delays in obtaining academy status and changes to the governing body contributed to a reduced focus on raising pupils' achievements. The governing body, led by an experienced governor, has now identified the need to clarify their roles and improve the way they check the performance of the school. For example, they have begun to examine data more precisely and to make more frequent visits to the school to see the quality and impact of teaching on pupils' progress more often for themselves. They are aware, however, that as well as knowing how additional funding, such as the pupil premium, is spent, they have not yet done enough to more specifically check the effect that it has on pupils' learning. Governors now have a clearer picture of how pupils' performance at this school compares with that in other schools and are making sure that decisions about teachers' pay and promotion are better linked to raising standards. The governing body sustains strengths in safeguarding pupils' welfare, promoting effective links with parents, carers and the community and in maintaining good facilities and resources for learning.

# 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>	111977
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	413365

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mary May
<b>Headteacher</b>	Gillian Wright
<b>Date of previous school inspection</b>	17–18 March 2010
<b>Telephone number</b>	0132 6373290
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