

# Penryn Junior School

## Inspection report

---

<b>Unique Reference Number</b>	111819
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	356985
<b>Inspection dates</b>	20–21 January 2011
<b>Reporting inspector</b>	David Edwards HMI

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	235
<b>Appropriate authority</b>	The local authority
<b>Chair</b>	Steve Lawrence
<b>Headteacher</b>	Robin Cowen
<b>Date of previous school inspection</b>	16–17 January 2008
<b>School address</b>	Treverbyn Rise Penryn TR10 8RA
<b>Telephone number</b>	01326 372438
<b>Fax number</b>	01326 372716
<b>Email address</b>	head@penryn-jnr.cornwall.sch.uk

---

<b>Age group</b>	7–11
<b>Inspection date(s)</b>	20–21 January 2011
<b>Inspection number</b>	356985

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011



## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 17 lessons and observed 10 teachers and held meetings with the headteacher, the chair of governors and other governor representatives, staff and pupils. They observed the school's work and looked at the school documentation including evidence from the school's self-evaluation process, and analysed questionnaires from staff, pupils and 74 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of leaders and managers, at all levels, in securing improved levels of attainment and progress across the school.
- To what extent teaching within the school is sufficiently challenging to secure and maintain pupils' abilities to achieve highly.
- The quality of lesson planning and marking of pupils' work in accelerating pupils' progress in mathematics as well as raising their overall achievements.
- Evidence to confirm the school's strengthened capacity to secure sustained improvements in outcomes for pupils.

## Information about the school

This average-sized junior school accepts pupils from a small coastal town in West Cornwall. It shares a large site with a secondary school and an infant school. The Combined University of Cornwall campus is also nearby. The school has an additional resource to educate pupils with severe learning difficulties and, overall, the proportion of pupils with learning difficulties and/or disabilities is well above the national average. Almost all pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is above the national average. Additional buildings have been added to the school since the previous inspection to further support the needs of the school and the local community.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Penryn is an outstanding school. Since the last inspection, the highly experienced and effective leadership of the school has strengthened its focus on providing an inclusive and high-quality education for all pupils. Leaders and managers at all levels have securely built upon the school's performance in all key areas. As a result of the excellent learning culture and strong inclusive ethos within the school, the majority of pupils, many of whom overcome significant difficulties in their learning, make good and often outstanding progress in their learning. Consequently, pupils' overall achievement is good.

The school's work is rigorously monitored by senior leaders, and outcomes are communicated regularly to governors so that they are enabled to make a strong contribution to the work and direction of the school. Pupils say they enjoy their lessons very much and appreciate the ways teachers work hard to make learning fun. There is convincing evidence that outstanding learning and progress are helping pupils' attainment in all years to improve strongly.

Teaching throughout the school is usually good, and some lessons are excellent. This is because teachers' subject knowledge is extensive and ensures that pupils of all abilities, but especially those with specific learning needs, are appropriately supported to do their best. The only relative weakness is that teachers sometimes miss opportunities for pupils to take more responsibility for their learning within lessons. The highly refined system for assessing pupils' learning and progress is used very effectively by teachers to identify pupils' attainment and set challenging targets as well as to measure how much progress they are making. Support staff are highly valued by the school and well trained. They work closely with teachers to provide very effective support for pupils.

Penryn is a very well-resourced school. Throughout the school, vibrant displays celebrate pupils' achievements, which are focused on learning of the highest standards. The school also offers an impressive range of extra-curricular clubs which also make a significant contribution to the all-round learning experiences of pupils. The headteacher is highly respected by all stakeholders. He has worked determinedly with the local authority, the main infant feeder school, senior leaders and governors to overcome the unique challenges of transition often associated with junior schools. As a result, the school's many strengths, challenges and areas for improvement are clearly understood by all. His ambition and insight to lead the school in securing even higher achievements for pupils is strengthened by the school's effectiveness in

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

working with other organisations and services in supporting pupils and their families. A small number of parents in completing their questionnaires said they would like to see further improvements in the timing, regularity and methods of the school's communications with them. To this end, leaders are committed to finding ways to strengthen the communication links with parents and carers that will enable them to become even more involved in supporting their children to learn.

A strong culture of self-evaluation has been established by senior leaders. This ensures the work of the school is accurately and successfully focused on securing improved outcomes for all pupils. All staff know that their work is highly valued. A process for managing their performance through professional development secures the high level of morale that is evident within the school. As a result, responsibility for school improvement planning is shared by all and accurately focused on improving and sustaining good learning outcomes for pupils. Consequently, the school's capacity for further improvement is excellent.

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

- Develop and strengthen communication links and opportunities with parents and carers to enable them to become more involved in supporting their children to learn.

**Outcomes for individuals and groups of pupils****2**

From often low starting points, pupils are now reaching standards that are broadly in line with national expectations in English and mathematics. In particular, since the last inspection, pupils' attainment in mathematics has steadily risen. On entry to the school at Year 3 assessments for pupils are completed. The rigorous analysis of these test results has helped teachers to identify more accurately pupils' individual learning needs. Observations of lessons carried out during the inspection and work in pupils' books confirmed the general picture that pupils' achievement throughout the school is now good.

Pupils' behaviour overall is good and they enjoy very positive relationships with adults. They are proud of their school and speak confidently about the many opportunities they have to learn. All adults work determinedly to ensure pupils are highly motivated and encouraged to engage actively in their learning. Pupils have a strong sense of being cared for and feel very safe in school. They play well together, and say they know whom to talk to if they have concerns. Pupils' understanding of how to use information and communication technology safely is particularly well developed. Pupils also speak confidently about what constitutes a healthy diet and lifestyle. Attendance remains above the national average.

An outstanding curriculum provides pupils' with excellent opportunities to develop and practise their basic skills for learning. They nearly always show good concentration in lessons and are enthusiastic to do well. The early identification of

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

pupils' learning needs and the consistent support for all groups of learners are notable strengths of the school. More-able pupils, those with particular gifts and talents, and pupils with special educational needs and/or disabilities often make excellent progress because support is very well organised and matched to their individual learning needs. As a result, pupils identified as needing additional support often make good and outstanding progress relative to their starting points.

Pupils are enabled to contribute very positively to the school and wider community through the creative use of the local environment, visits to places of interest and regular involvement in the civic life of the town. The school has been proactive in ensuring pupils gain an excellent and first-hand appreciation of the richness of faiths, societies and lifestyles in other parts of the United Kingdom and overseas.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Teachers use their very good subject knowledge to plan stimulating lessons that provide appropriate challenge for pupils. Highly professional relationships between teachers and support staff ensure that pupils are provided with effective strategies to engage positively with their work. However, there is no complacency on the part of teachers in understanding the need to increase opportunities for pupils to take more responsibility for their learning in lessons. Leaders have ensured that the school learning environment is welcoming for learners and visitors and is constantly being improved. Every opportunity is taken to utilise space to promote learning or celebrate pupils' work.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

The curriculum is innovative and designed to engage pupils fully in learning. Pupils appreciate the effort teachers put into planning their lessons. The school has developed very effective links with extended services and partners in order to provide extensively for pupils and their families. Recent improvements to the accommodation have allowed the school to develop further as a centre for community support and education.

Excellent attention is given to all aspects of care, guidance and support. Leaders have taken an innovative approach to implementing intervention strategies to support pupils' learning and this is proving to be very successful with all pupils, including those in vulnerable circumstances. Strategies to support pupils in attending school are thoroughly implemented. Assessment information is used very well by teachers when planning lessons to measure the progress pupils are making and identify what they need to do next. Teaching assistants work in classes with small groups or individuals and contribute most effectively to the assessment of pupils' learning and the often outstanding progress they make.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account:	
The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The success of this school is primarily due to the professional and inclusive attitude of the headteacher, who has expertly woven his vision for success into all that the school does. During his substantial time as headteacher of Penryn School, he has acquired an accurate understanding of the needs of pupils and the school community. He has successfully drawn together a cohesive team of enthusiastic and highly aspirational professionals who are demonstrating, through effective delegation of leadership responsibilities, the ability to provide an outstanding learning experience for all pupils. Their determination and success in overcoming barriers to learning that often stand in the way of pupils succeeding are a significant strength within the school.

Pupils are made to feel valued and their families encouraged to contribute to their children's learning in any way they can. Transfer into school and onto the next stage of their education is made as seamless as possible. Leaders are committed to improving communications further with parents and carers in order to encourage families more in the support of their children's education.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

The school adopts very effective procedures and practices across all areas of its work in the care it provides for the safety of pupils. All adults are appropriately trained in safeguarding pupils and those responsible are vigilant in the keeping of records. Governors play a significant role in the school. They deploy their skills and abilities very effectively and manage resources well. They are kept well informed by the headteacher and senior leaders about the school and its work. Consequently, they are able to hold the school to account and contribute very effectively in setting the strategic direction of the school. The school's improvement plans are sophisticated, accessible to all staff and accurately focused on improving learning outcomes for pupils.

The school does much to support community cohesion. Leaders have made working very closely with the local authority, other schools and support agencies a priority in order to provide outstanding learning opportunities for all pupils. It has enhanced its facilities to be a centre for a wide range of services and activities available to the local community and further afield.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

The overwhelming majority of the 74 parents and carers who responded to the questionnaire were very positive about the school. There were many positive comments about how much their children enjoy school. One parent summed up the views of the majority by writing: 'I think the school is amazing. The headteacher is approachable and open, as are all the teachers. My child loves it here!' In essence, the findings of the inspectors reflected the views of parents and carers. The small number who raised concerns would like to see further improvements in the timing, regularity and methods of the school's communications with them. In particular,



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

parents would like additional ways of understanding how well their child is progressing in school, and for the school to provide a clearer understanding of how it deals with unacceptable behaviour when it occurs.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Penryn Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 74 completed questionnaires by the end of the on-site inspection. In total, there are 253 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	59	29	39	1	1	0	0
The school keeps my child safe	48	65	26	35	0	0	0	0
The school informs me about my child's progress	29	39	40	54	3	4	1	1
My child is making enough progress at this school	35	47	35	47	1	1	0	0
The teaching is good at this school	44	59	29	39	0	0	0	0
The school helps me to support my child's learning	30	41	42	57	0	0	1	1
The school helps my child to have a healthy lifestyle	29	39	42	57	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	46	38	51	0	0	0	0
The school meets my child's particular needs	37	50	36	49	0	0	0	0
The school deals effectively with unacceptable behaviour	36	49	34	46	2	3	0	0
The school takes account of my suggestions and concerns	30	41	41	55	0	0	1	1
The school is led and managed effectively	41	55	30	41	0	0	0	0
Overall, I am happy with my child's experience at this school	46	62	26	35	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



23 January 2011

Dear Pupils

### **Inspection of Penryn Junior School, Falmouth TR10 8RA**

Thank you for making us so welcome when we visited your school recently. We have decided that yours is an outstanding school. That means your teachers and all those who work in the school support you in your learning very well. We were particularly impressed with your good behaviour and your enthusiasm to learn in lessons. Not only do you clearly enjoy your learning, but you make good and sometimes outstanding progress in all you do, to achieve well. This is because the support and guidance you receive from all the adults who work with you are exceptional. Also you are led by a very experienced and able headteacher, who is helping staff and governors to do all they can to provide you with fantastic learning experiences. I was not surprised, therefore, to find that your attendance is above the national average. Well done, keep it up!

Those of you we spoke with told us you feel very safe in school and that you learn a lot about staying healthy through regular exercise and eating a healthy diet. We noticed that you work well together in lessons and have plenty of opportunity to learn using your amazing school facilities. For example, I particularly enjoyed watching some of you learning to swim in your indoor heated pool! A particular strength of your school is the way those of you who sometimes find learning challenging are given really good support so that many of you make outstanding progress in all you do.

There is always room for improvement, even in an outstanding school like yours, so we have asked your headteacher to think of ways to involve your families more in supporting your learning at home as well as in school. You too can help by asking those who look after you at home for help with your learning.

Finally, I would like to say how impressed I was by the many wonderful displays of your work that are to be found throughout your school in celebration of all that you are doing. You have much to be proud of.

I wish you well for your futures.

David Edwards  
Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**