

# Inspection of Pencoys Primary School

Loscombe Road, Four Lanes, Redruth, Cornwall TR16 6RB

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Inspection dates: 24–25 September 2019

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Requires improvement**

Overall effectiveness at previous inspection

Not previously inspected

## **What is it like to attend this school?**

Pencoys is a happy and nurturing school. Staff help pupils from different backgrounds to settle quickly. Pupils feel safe and well cared for. They quickly learn to appreciate others by showing kindness, tolerance and respect. These behaviours are rooted in the school's 'Diamond Rules'. Every child feels valued. Leaders do not tolerate bullying. Almost all pupils, staff, parents and carers agree that bullying is rare and is dealt with quickly.

Leaders have high expectations of pupils' behaviour. Pupils understand the school's approach to behaviour management, including sanctions, such as the use of 'lunch club'. Pupils say these are fair. The high-quality pastoral support, including the involvement of the 'family champion', helps to support pupils well. Staff help pupils with their social, emotional and mental health needs.

Nonetheless, the quality of education is not good. Leaders do not plan the curriculum carefully to enable pupils to do well enough in different subjects, including early reading. This means that some pupils are not prepared for the next stage in their education.

## **What does the school do well and what does it need to do better?**

The headteacher leads the school with passion and determination. This is beginning to make a real difference to the school. Pupils' behaviour and attitudes are good. Leaders make sure that pupils are well equipped socially and emotionally for the world around them. Pupils know how to be good citizens. For example, they enjoy being eco- or school-councillors and want to make a difference. The school plans activities, including clubs, trips and visits, which help pupils to gain in confidence. This is seen, for example, when pupils willingly read books out loud or play musical instruments to their classmates.

Despite these improvements, pupils do not receive a good quality of education. There has been some recent work to review the school's curriculum. However, most leaders are only just getting to know their new subject areas. As a result, the curriculum is not designed well enough. Pupils do not secure the building blocks they need to be able to know and remember more. This stops them from learning as well as they could. For example, pupils in Year 5 studying the Second World War are unable to recall facts about previous civilisations that experienced episodes of war or conflict. Leaders recognise this and are taking steps to redesign how each subject is being planned. Weaknesses in the design of what is taught and when it is taught are found particularly in science, history and geography. On the other hand, the teaching of mathematics is effective. The mathematics leader has a clear vision and communicates this effectively. Teachers make sure that pupils make good use of known number facts to solve difficult problems. Furthermore, the school's approach to art and music inspires pupils. This leads to high-quality work in these subjects.

School leaders are rightly prioritising reading. Pupils are responding positively to leaders' actions to promote a love of reading. For example, visiting authors, shared reading activities and the reading club are working well. These are motivating pupils to read for pleasure. However, the teaching of phonics is weak. Teachers do not assess pupils accurately. This means that phonics sessions and books are not well matched to pupils' needs, particularly those with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Pupils who need to catch up are not doing so quickly enough, including those who did not meet the standard in the Year 1 phonics screening check.

Children receive a warm welcome in Reception. The strong caring ethos helps them to settle quickly. However, the curriculum does not equip them well enough for the next steps in their learning. Also, teachers do not find out quickly enough what the children know (or do not know) in their phonics and understanding of numbers. This particularly hinders disadvantaged children or those who need to catch up quickly.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have improved safeguarding arrangements in the school. Staff appointments and vetting systems are robust and meet requirements. Moreover, staff are well trained. They know what to do to keep pupils safe. Staff are vigilant. Leaders take swift action to refer concerns, follow advice and work well with other agencies.

Pastoral care is a strength, particularly in helping pupils with trauma and mental health issues. This work also extends to the well-being of adults, who equally value the nurturing ethos of the school.

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

### **(Information for the school and appropriate authority)**

- Parts of the curriculum are not well planned, particularly in science, history and geography. This means that some pupils do not achieve as well as they should in these subjects. Leaders should ensure that the curriculum is built upon coherent planning and secure subject knowledge.
- Phonics sessions and pupils' phonics books are not matched closely to their needs. This holds too many pupils back, particularly those who need to catch up. Leaders need to provide pupils with a robust and coherent phonics teaching, including in the early years.
- Children in the early years do not get off to a prompt start in reading and mathematics. Teachers' planning needs to be based on an accurate understanding of children's ability in reading and use of number when they arrive in the school.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	143445
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10111563
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	191
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Mike Hosking
<b>Headteacher</b>	Alexandra Craig
<b>Website</b>	<a href="http://www.pencoys.cornwall.sch.uk/">www.pencoys.cornwall.sch.uk/</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Since the inspection of the predecessor school in 2013, the school has completed a conversion to academy status in 2016.
- The school is now a member of the Crofty Multi Academy Trust.
- The school is a one-form entry primary school near the town of Redruth. It serves an area with some socio-economic deprivation. Just under a quarter of pupils are eligible for free school meals.
- The school has one Reception class. Children enter with different pre-school experiences, although the majority enter from the independent pre-school which shares the school building.
- The governors are in an advanced stage of taking over the running of the pre-school provision.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- The inspectors worked closely with several members of staff during the course of the inspection. This included holding discussions with trust leaders (the chair of

the board and trustees), as well as the chief executive officer and representatives from the local governing board.

- Inspectors met with school leaders, including the headteacher, deputy headteacher, and the mathematics, English, science and humanities leaders. The lead inspector also met with those responsible for undertaking routine vetting and checks for safeguarding.
- The lead inspector scrutinised information relating to safeguarding, including the single central record.
- The inspectors completed deep dives in English, mathematics, science and history. As part of this, inspectors visited lessons and looked at pupils' work. Inspectors also spoke with pupils to ascertain the depth of their knowledge in different subjects, and their understanding of safeguarding arrangements.
- Inspectors spoke with a range of staff, including meal-time assistants, kitchen staff and teaching assistants, to understand pupils' behaviour at different times of the day and to consider workload.
- The lead inspector also met with parents and took account of the 32 responses to Parent View.

### **Inspection team**

Stewart Gale, lead inspector

Her Majesty's Inspector

Bradley Murray

Ofsted Inspector

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