



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR PENPOL SCHOOL

Name of School:	Penpol School
Headteacher/Principal:	Chris Coyle-Chislett
Hub:	Cornwall
School phase:	Primary
MAT (if applicable):	Not applicable

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	09/02/2022
Overall Estimate at last QA Review	This was the school's first review
Date of last QA Review	Not applicable
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	12/11/2014



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Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all levels	Leading
Quality of provision and outcomes	Effective

AND

Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs

Area of excellence	None submitted for this review
Overall peer evaluation estimate	Effective

The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.

1. Context and character of the school

Penpol School is larger than the average-sized primary school. Its community has grown in recent years, with 416 pupils currently on roll. The majority of pupils are of White British or Cornish heritage.

The proportion of disabled pupils or those who have special educational needs (SEND) is average. The proportion of disadvantaged pupils has grown in recent years and is now above the national average.

The school is housed across one large main building, with additional buildings for the Year 3 and 4 classrooms. The school has one relatively small hall which serves multiple purposes throughout the day. Additional indoor spaces include libraries, a computer suite and a nurture room. The school boasts generous outdoor spaces, including two main playgrounds, a forest school, memory garden, an allotment and a large field. Outdoor learning features regularly for pupils as part of the school's 360° Curriculum.

Penpol is a Trauma informed School (TiS) and has developed a comprehensive package of well-being support, with colleagues at all levels (as well as a number of school pets) underpinning a focus upon supporting the mental health of the whole-school community.

2.1 Leadership at all levels - What went well

- The dynamic leadership is driven by the shared vision and passion of the headteacher and his senior leadership team. This passion for high quality education enthuses everyone. Throughout the school there is a tangible sense of everyone moving forward together in the same direction. The cohesiveness and sense of purpose are fundamental factors in the school's improvement journey.
- The headteacher is inspirational in his relentless pursuit of improved provision and support for all pupils and their families. He and the deputy headteacher have well-defined high expectations of staff and have succeeded in creating a warm, very inclusive, family ambience.
- The work of pupils is underpinned by a clear set of shared values, which embrace curiosity, creativity, respect, honesty and friendship.
- Senior leaders have an accurate and profound understanding of the performance of the school. They regularly review the robust development plan and remain acutely focused on whole-school improvement.
- Whole-school priorities are carefully linked to staff performance targets and this accelerates teachers' subject knowledge and teaching skills.
- Self-evaluation is based on a thorough analysis of progress data around key milestones, book scrutiny and curricular reviews. School leaders have

implemented successful systems to track the progress of groups of pupils to ensure that no one falls behind and underachieves.

- Leaders adopt a variety of supportive approaches to inspire the quality of teaching and learning. They make extensive use of short lesson drop-ins alongside a coaching model, so that there is an on-going dialogue about what could be even better, rather than relying on periodic, longer, formal lesson observations.
- The school is continuing to develop an exciting and creative curriculum which is based on the interests and experience of pupils in the school and seeks to prepare them for life in the 21st century. In addition, in September 2021 the school introduced the 360 degree curriculum passport with four, well-defined aspects: experience, adventure, citizenship and forest school. These aspects, which help to promote pupils' self-esteem, confidence and independence well, enable them to make visits to London, engage in surfing and outdoor survival and encourage them to help the elderly in the community.
- The school is a learning community and there is a collaborative approach to continuous professional development (CPD). Testament to the quality of CPD is the pronounced impact on pupils' oracy skills. Teaching assistants are also given rich opportunities to develop professionally.
- Good provision is made for well-being. As a TiS school, it supports those pupils and families who may have suffered trauma or mental health problems to help prevent this from becoming a barrier to learning.
- Although several governors are new to their role, they are committed to high-quality provision for all pupils and have a clear understanding of the strengths and developmental needs of the school. They share senior leaders' commitment to continuous improvement.

2.2 Leadership at all levels - Even better if...

... the school continued to update data-handling systems so that teachers, leaders and governors could rigorously compare the progress and attainment of pupils over time.

3.1 Quality of provision and outcomes - What went well

- Stimulating phonics teaching in most classes, using Read Write Inc and other strategies, is resulting in improved phonics outcomes and reading standards. Pupils are closely tracked to ensure sustained progress and younger children enjoy their daily 'Talk Through Stories' sessions.
- Senior leaders are actively promoting a range of strategies to improve pupils' writing skills and, as a result, pupils' progress is improving steadily. For example,

pupils in Year 5 display their stimulating written contributions on 'Man on the Moon' and 'Lunar Walk' on a classroom display.

- Pupils are incredibly proud of their school. They speak of the importance of being kind and supportive to one another and this contributes to a harmonious learning environment. Among the many positive comments proffered by pupils are: 'our school is amazing, great, friendly, fun and exciting'.
- Teachers demonstrate sound subject knowledge, which is exemplified time and again by their consistent use of subject-specific vocabulary. This was demonstrated in exhilarating Year 5 mathematics lessons when teachers explored pupils' problem-solving and reasoning skills.
- Generally well-planned lessons interest and engage pupils. As a result, their behaviour and attitudes to learning are positive features of this inspiring school.
- Teachers' astute use of questioning is used to correct any misconceptions and deepen pupils' understanding. For example, in an interesting Year 1 lesson, the focused and purposeful use of questions stimulated pupils' curiosity about the use of the mezuzah in Jewish homes.
- Relationships at the school between staff and pupils are strong. There is a clear expectation that staff model positive attitudes for pupils with the intention of creating an ethos where pupils reciprocate. Members of staff carry lanyards reminding them of the school's PACER approach (Play, Accept, Curious, Empathy and Restore).
- Staff valiantly seek to promote pupils' oracy skills and to extend their vocabulary when reflecting on their learning. As a result, in Year 4 science lessons, for example, pupils successfully explained to visitors how water changes states.
- The school actively encourages the creative arts and establishes partnerships with local artists and organisations. For example, in the summer of 2021 every pupil in school collaborated with a local artist on a large-scale, outdoor art project led by Tate St Ives.
- A diverse range of school clubs, including yoga, touch rugby, football, languages, and gardening enhances the curriculum and helps to broaden pupils' horizons.
- The most successful teaching is characterised by an inclusive ethos and well-pitched tasks that build upon previous learning. These tasks provide just the right level of challenge and are accompanied by forensic questioning that encourages pupils to improve their work.
- In many classes learning tasks are well supported by skilfully deployed support staff, who carefully judge the degree of intervention required.
- A detailed scrutiny of a wide range of pupils' books and discussions with pupils shows that pupils are making better progress as a result of their positive attitudes to learning, an enthusiastic commitment to the school's expectations and stimulating teaching.

3.2 Quality of provision and outcomes - Even better if...

- ... all teachers used assessment rigorously throughout each lesson to ensure challenge for all pupils across the curriculum.
- ... pupils had regular opportunities more consistently to write at length across the curriculum.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- Senior leaders have successfully created a culture that includes and values every pupil in the school community. They believe that pupils can achieve the best possible outcomes and they provide the support needed to encourage them to do so.
- Good provision is made for well-being. As a TiS school, staff make every effort to support pupils who suffer trauma or mental health problems to ensure that these do not become a barrier to learning. The well-being team also includes Restorative Approach leads, Mental Health Champions, Bereavement Support Practitioners and a Speech and Language cohort.
- Leaders successfully identify the main barriers to educational achievement faced by disadvantaged and pupils with SEND and implement a range of strategies to support their needs: for example, there are classroom interventions for reading, writing and spelling; a personalised mathematics curriculum; and dyslexia screening.
- Leaders and staff have realistic expectations of what all pupils can achieve. They ensure that there is no ceiling to pupils' learning when they demonstrate that they can exceed expectations. The school successfully adopts an assess, plan, do, review process for pupils with additional needs and works closely in partnership with other local schools, including secondary schools and specialist provisions.
- Knowledgeable, well-trained staff play an invaluable role in supporting all vulnerable pupils across the school, contributing positively to their progress. All pupils have access to the full curriculum and teachers are responsible for the vulnerable pupils in their class. They monitor these pupils' progress on a regular basis and provide interventions where needed. Quality first teaching is a priority.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

- ... none identified during the review.

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

Following discussions with the headteacher, the school would like to reflect further about what support they might like.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.

Schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.