



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR PENPOL SCHOOL

Name of School:	Penpol School
Headteacher/Principal:	Chris Coyle-Chislett
Hub:	Cornwall Hub
School phase:	Primary
MAT (if applicable):	NA

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	8/02/2023
Overall Estimate at last QA Review	Effective
Date of last QA Review	9/02/2022
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 Leading

AND

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

Area of excellence

Broader curriculum provision Accredited

**Previously accredited valid areas
of excellence** Not applicable

Overall peer evaluation estimate Leading

***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 is a large school in the coastal town of Hayle, Cornwall. The main building is over a hundred years old and various additions have been made over time. All are used imaginatively to provide a consistent, welcoming learning environment. Classrooms are spacious and well-equipped. Outdoors there is a large copse for forest school activities and plenty of hard and soft areas for recreation and sporting activities, including an outdoor gym. A yurt on the school field is used for storytelling, PHSE lessons, and Art, and as a space for simply relaxing. Other learning spaces include a nurture room, a library, and a high-specification computer suite.

Over a third of pupils live in an area designated as deprived. Around a quarter of pupils are disadvantaged. The proportion of pupils with additional needs is above average and includes twelve pupils with an education, health and care plan (EHCP).

The school is proudly inclusive. The leadership team is well established and staffing is stable. School leaders promote an ambitious cycle of research, evaluation, planning, and development in line with the school's motto, 'War-rag War-barth' (Forward Together).

2.1 Leadership at all levels - What went well

- The headteacher provides inspirational leadership and is extremely well supported by the senior leadership team. They have created a culture that realises the ambition to provide a rich and relevant curriculum where pupils are 'curious, creative, and courageous learners'.
- Leaders at all levels rise to the expectation that they regularly support colleagues in other schools. This is manifest in the wide range of outreach work which has a direct impact on the leadership and pupil outcomes in other settings. The headteacher is involved in extensive support work across the local authority. This includes facilitating the NPQH programme, leading peer reviews, and chairing the recently established locality groups¹
- Outreach work by other staff includes leadership of NPQSL by the deputy head and coordination of the local authority (LA) subject cluster by the MFL leader. The careers lead is a founding member of the LA primary careers project. The local authority frequently suggests visits to Penpol to look at the concept-based curriculum.

¹ These groups provide a forum for school leaders and representatives from other agencies to discuss solutions to local challenges.

- Subject leaders demonstrate in-depth knowledge of their subjects and are well supported through internal training and external courses. The breadth of training is comprehensive and has recently included sessions on mathematics, oracy, literacy, science, and metacognition. Modelling and coaching by the reading leader has led to consistent strategies across the school.
- Staff feel supported in their roles and are given many opportunities to develop their subject knowledge. The appraisal system has been adapted to encourage action research and reflection. Staff are prompted to come up with a question that they can research and will drive their professional development, for example 'What is effective continuous provision in EYFS?'
- Parents hold the school in high regard. One parent described how positively her children had been welcomed into school, particularly how smoothly her child had settled into Reception. A preparatory morning spent with her daughter on forest school activities contributed to a smooth induction. Parents value the weekly 'book and bagel' sessions where they can have informal chats with the Reception staff. Weekly newsletters and text updates keep parents well informed. They appreciate guidance on how to support their children. For example, twelve parents attended a workshop run by the SENCO during the review about supporting children with autism.
- The school worked with the LA in developing and trialling its Parent Carer Engagement Framework. As a part of this, the school has shared its approaches to supporting families around specific issues such as race equality.
- Embedded use of restorative practice is led by the pupils so that there is equity and ownership for the children. They are able to resolve conflict in a way that leads to minimized lost learning time and improved relationships across the board.

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

- ... leaders devised a school-wide strategic implementation map which identified the timeframe for each new development.

3.1 Quality of provision and outcomes - What went well

- The imaginatively designed curriculum thoroughly engages pupils, reflecting the school's aim to 'instill in each of our pupils an unshakeable belief in themselves and their potential for continued growth'. Pupils rise with great enthusiasm to the challenges across the broad curriculum.²
- Outcomes for pupils are impressive. From a low start, children make rapid progress in Reception, where the proportion reaching a good level of development last year was above average. Progress is sustained in later years, as evident in the progress measures in reading, writing and mathematics last year.
- The highly organised and well-resourced environment in the Reception classes encourages risk taking and child-initiated learning. The language-rich environment, together with explicit teaching and modelling of new words, supports children's speaking and listening skills. This was demonstrated during free-flow sessions in the range of questions children asked each other and the discussions that they had with adults.
- Staff take every opportunity in the indoor and outdoor learning areas to make links across areas of learning. They referred, for example, to the language within Goldilocks and the Three Bears (bigger, smaller, softer, harder) as children later pursued mathematics and science activities.
- Teachers and teaching assistants demonstrate fidelity to the phonics scheme and consistency in their approach. This allows pupils to know what is expected of them and to make the most of every moment. An appropriate pace is sustained, and pupils remain engaged throughout. Each classroom and learning space is well-appointed with phonics resources and with vocabulary walls. This allows pupils to add to the collective bank of vocabulary and to access these prompts when writing.
- Pupils' phonological knowledge and increasing oracy skills provide a secure base for their reading and writing. During lessons in Year 5, for example, pupils were skilfully guided by teachers who used open discussions to prompt deeper reflection and dialogue. It also reflected the mutual respect between pupils and their teachers.
- Pupils enjoy writing and are making good progress. Year 2 pupils rise to the challenge of using fronted adverbials. One wrote, for example, 'With great accuracy, the snake slithered out of the reptile house.' Letters 'from the trenches' by Year 6 pupils included many moving descriptions, including:
'Continually there is knee-deep mud squelching in between my toes, infectious rats scurrying on the trench floor and deafening machine guns ringing in my ears.'

² Please refer to section 6

- Practical resources are used routinely to support learning in mathematics. During a Year 3 lesson, for example, ready access to counters and Dienes apparatus enabled pupils to explore place value practically. Pupils enjoy mathematics lessons and rise to the challenges. Year 6 pupils, for example, were motivated to show their teacher what they had accomplished. This led to challenging follow-up questioning and a great pace of learning.
- Teachers' strong subject knowledge across the curriculum enables them to ensure all groups are challenged and that their learning moves forward. Pupils discuss topics confidently and make links to their own life experiences. In Year 2, they were encouraged to 'think like scientists' and explain their thinking. When observing ice melting, pupils were independently making valid scientific observations using specific scientific vocabulary, such as solids, liquids, gases, and freezing.
- The use of ABC (agree, build, challenge) supports pupils in extending their own learning and challenging their peers. For example, in a Year 4 science lesson, pupils were working in a group trying to identify the odd one out of different materials, using ABC independently with no input from adults.
- Inspirational teaching of computing by a specialist, enables pupils to develop advanced IT skills.³ High quality learning was also evident in other subjects, including art and PE, where the high degree of expertise of the PE specialist and the visiting professional rugby player shone through a touch rugby lesson.

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

... teachers explored further ways of involving all adults in meaningful assessment activities during lessons.

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

- Strong leadership and inclusivity for all permeates the school at all levels. A model of weekly training has been developed that disseminates training in key focus areas across all staff linked to core school priorities. All staff are well informed with a shared language and consistent practice. The training, provided by specialists and subject leaders has included emotional coaching, work on metacognition, five a day SEND provision and scaffolding. This has led to teachers and support staff 'beginning to feel like SEND experts', as one remarked.

³ Please refer to section 6.

- Well-established home/school links include opportunities for parents to work alongside staff and seek support and guidance. There are numerous ongoing and needs-led workshops and parents value the open-door policy, which includes a 'SEND café'.
- The use of provision mapping software allows disadvantaged pupils to be tracked and the impact of interventions to be evaluated and modified if needed. Individual learning plans are readily accessible for all staff and included notes on students' wellbeing.
- External support, such as by an education mental health practitioner and play therapist, is fully utilised. There is also a strong team of wellbeing in-school champions with a variety of skills.
- The cosy and well-resourced nurture space enables pupils to integrate back into their mainstream classes, where flexible grouping is used to allow pupils to learn with and from their peers.
- The whole class marking system is embedded across the school, directly informing onward teaching and allowing meaningful interventions to be made on the same or next day. Misconceptions are swiftly identified and this contributes significantly to the positive progress made by pupils who are disadvantaged and/or have additional needs.

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

No significant areas for improvement were identified during the review.

5. Area of Excellence

Broader Curriculum Provision

Accredited

5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?

Leaders have successfully realised their ambition to devise a curriculum which takes full account of pupils' individual contexts, skills, and interests. Learning within and outside the statutory curriculum is planned with similar rigour to include challenge and progression as pupils move through the school. The broad offer aims to develop 'curious, creative, and courageous learners ready to apply a resilient growth mindset in all that they do'.

A key focus during the design of the '360-degree curriculum' was the desire to develop pupils understanding of diversity, at the same time instilling a sense of pride in their Cornish heritage. Four themes underpin the approach: experience, citizenship, adventure and forest school. Pupils collect stickers which record their activities under these headings, from Reception to Year 6. The experience theme includes, for example,

Year 1



Year 3

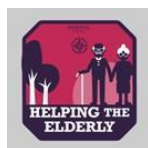


Year 5



while the ideas for citizenship include,

Year 2



Year 4



Year 6



The school's local context is woven throughout curriculum design. Trips take place regularly, providing meaningful experiences, surfing and sea safety, that contribute not only to pupils' academic achievement, but also to their understanding of their roots and life further afield,

Physical Education and outdoor learning are deeply respected and safeguarded within the curriculum. High numbers of pupils take part in clubs and compete in tournaments, including many disadvantaged pupils. The varied outdoor learning spaces onsite support children to take their learning outdoors regularly, supporting mental health and wellbeing without compromising on challenge and rigour.

Digital learning is highly impressive, led by a specialist, provides opportunities for pupils to gain a remarkable degree of expertise, to acquire a global perspective and to develop self-esteem. Pupils use an extensive range of digital resources, including Logitech crayons, Micro Bit, LEGO robotics, Sphero remote control, green screens, and a 3D printer. They exchange ideas with pupils overseas, for example Turkey and the USA. Pupils took first and third prizes in the Cornish final of the Lego League championships, also competing in the national finals in Harrogate.

Carefully mapped careers learning led by the Careers Lead and supported by a wide range of visitors, provides opportunities to broaden their aspirations. A successful careers fair provides inspirational opportunities for pupils to challenge stereotypes and to aspire to vocations which match their unique passions.

What actions has the school taken to establish expertise in this area?

Leaders at all levels are encouraged to read, research, network and visit schools and potential locations for learning. This contributes to the wide range of expertise across the staff and ensures the curriculum is ever evolving. Supporting leaders in other schools also builds confidence and expertise.

5.2 What evidence is there of the impact on pupils' outcomes?

The impact of the holistic approach to the curriculum is palpable. Discussions with individuals and groups of pupils revealed their wide range of interests. They speak articulately about diversity and inclusion.

Memorable, adventurous activities provide experiences for pupils to write about, and their work across the curriculum shows they apply their writing skills in a range of contexts.

Pupils speak consistently positively of their experiences of activities such as forest school. The broad curriculum has a significant impact on the attitudes and behaviour of disadvantaged pupils and those with additional needs. No pupils have been permanently excluded since 2017.

5.3 What is the name, job title and email address of the staff lead in this area?

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Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, 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 (SLP) 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. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)