

Parc Eglos School

Inspection report

Unique Reference Number	111831
Local Authority	Cornwall
Inspection number	378370
Inspection dates	21–22 September 2011
Reporting inspector	Paul Garvey

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

Type of school	Primary
School category	Community
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	410
Appropriate authority	The governing body
Chair	Neil Davidson
Headteacher	Brett Dye
Date of previous school inspection	10–11 June 2009
School address	Church Hill Parc Eglos Helston TR13 8UP
Telephone number	01326 572998
Fax number	01392 565941
Email address	enquiries@parc-eglos.cornwall.sch.uk

Registered childcare provision	Pathways Nursery and Out of School Club
Number of children on roll in the registered childcare provision	63
Date of last inspection of registered childcare	10–11 June 2009

Age group	2–11
Inspection date(s)	21–22 September 2011
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Introduction

This inspection was carried out by four additional inspectors. They saw 20 lessons and observed 16 teachers. A number of shorter visits were made to classrooms to look at pupils' work. The inspectors held meetings with senior leaders, groups of pupils, staff, the Chair of the Governing Body and the leader of another school in the cooperative trust of which the school is also a member. They observed the school's work and looked at pupils' books and tracking data showing pupils' attainment and the progress they are making. They also looked at a wide variety of documentation including teachers' planning, the reports of the School Improvement Partner, the school development plan and safeguarding documentation. They also considered 137 responses to the questionnaire received from parents and carers as well as those from pupils and from staff.

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

- Whether pupils achieve sufficiently well, especially boys in their writing.
- If the school's curriculum and the quality of its teaching are of sufficient quality to cope with changing needs.
- Whether leaders and managers at all levels, including governors, have an accurate view of the school's strengths and weaknesses and if they have the capacity to drive the school forward and to sustain improvements.

Information about the school

Parc Eglos is a large primary school which is currently in consultation to become part of a 17-school Co-operative Trust. There are 14 classes in the main school, two in each year group. The school offers the Early Years Foundation Stage in its Nursery provision and Reception classes. It has a children's centre which provides childcare for children aged two to three years. These children attend an on-site Nursery and out-of-school club. This was inspected as part of this inspection. Children from the Nursery, together with children from other settings, transfer into two designated Reception classes. The proportion of children with special educational needs and/or disabilities is below average and includes children with behavioural problems and coordination difficulties. Most pupils are from White British backgrounds and the proportion of pupils known to be eligible for free school meals is below average. The school provides a breakfast club, after-school care facilities and holiday care. The school holds a number of nationally recognised awards, including the Activemark and the Healthy Schools Plus.

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

Parc Eglos is an outstanding school. It is a cohesive community which works very well with parents, carers and partners so that all groups of pupils progress outstandingly well during their time there. Pupils are very well taught and the many outstanding lessons contain pace and innovative teaching, and meet the needs of all pupils. The pupils follow a stimulating and inspiring curriculum, which provides memorable experiences for them. One parental comment summed up the views of many by saying, 'Lots of exciting things are happening at this school; great experiences for my children; thank you.' The Nursery gives pupils an excellent start and has already helped very young children to develop early skills as they move through the outstanding Early Years Foundation Stage. This progress continues through Key Stage 1 and Key Stage 2, so that by the time pupils leave the school, their attainment is well above average in all subjects, except for boys' writing where it is above average. The school's tracking of the progress of the pupils, via some high quality assessment procedures, allows for very quick and effective intervention to help anyone who may slip behind.

Pupils told inspectors that they really enjoy being at Parc Eglos. They showed immense pride in their school and this is reflected in their high attendance. They take on a wide range of responsibilities around the school and in their local community. Combined with their outstanding achievement, these contribute to them being very well prepared for the next phase in their learning and for the future world of work. They learn to adopt healthy lifestyles extremely well and the school works in partnership with a range of providers and other schools to give many opportunities for sport, which are enthusiastically taken up. Pupils told inspectors that they feel very safe and this is a result of excellent safeguarding, where the school supports and leads the work of a number of other local schools. Pupils' behaviour is outstanding. Only on very rare occasions does it depart from this high level. This happens where the pace of learning slows or when pupils are unsure of exactly what to do to take the next steps in their learning. Parents and carers are not always fully aware of these steps for their children. Pupils' spiritual, moral, social and cultural education development is excellent, supported by their classroom learning and also through inspiring, high quality assemblies.

Pupils' outstanding progress is underpinned by excellent care, support and guidance. All adults contribute to making pupils feel extremely well cared for. The care for pupils with special educational needs and/or disabilities and for those whose circumstances may make them vulnerable, is particularly effective. The school is able

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to point to exemplary support, which has led to some exceptional examples of individual achievement.

The effective and highly respected headteacher, the well-led governing body and leaders and managers at all levels in the school, have created an environment in which all pupils have outstanding opportunities to achieve. Self-evaluation is rigorous and governors and staff use the findings very well to drive the school forward. This has led to significant improvements since the last inspection. Thus, the capacity for sustained improvement is outstanding.

What does the school need to do to improve further?

- Ensure that attainment rises further to high levels by July 2012, through ensuring that pupils, parents and carers always know the next steps in their learning.

Outcomes for individuals and groups of pupils

1

When pupils join the school in Reception, their skills are broadly as expected for similar age children. However, levels of skills in communication, language and literacy, especially among boys, were particularly low in recent cohorts. By Year 6, attainment in writing overall is above average, but is still a little below pupils' well above average attainment in other subjects. Thus all groups of pupils make outstanding progress across the school from their starting points. The area where progress is most rapid is in boys' writing. Pupils with special educational needs and/or disabilities receive excellent support from all adults in their classrooms, such that their progress matches and in some cases exceeds that of their peers. Several pupils with behavioural difficulties were observed learning calmly and purposefully alongside their friends.

Excellent planning leads to outstanding learning from all groups of pupils. In an innovative literacy lesson in Year 6, for example, pupils were able to extend their use of language in writing poetry as a result of experiences in the outside learning area. All abilities thus made outstanding progress, ably supported by adults. In a Year 2 class, effective active learning techniques produced rapid learning. In Reception and Nursery, learning was calm and purposeful, even with the youngest pupils, yet it was exceptionally engaging. The school is bright and vibrant and the pupils' artwork is used imaginatively in all classrooms and in the playground to establish a stimulating environment for learning, both inside and out.

The whole school community has a genuine sense of purpose in which relationships are excellent. Pupils are polite and thoughtful, and encourage one another to exercise self-control. They behave very well. They demonstrated this clearly in a well-attended breakfast club, where a volleyball match in the hall, which was designed to help pupils with coordination difficulties, was taking place alongside table

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activities. Pupils showed admirable consideration by cautioning their fellow players to be careful about where the ball landed. Pupils know their views will be taken seriously and enjoy the trust of adults. This is shown by the varied responsibilities that pupils take on. The brightly dressed eco teams and sports teams help the younger pupils without needing close supervision. The school council has decision-making powers which have resulted in improvements to the playground and outdoor learning area. They also determined the content of plays, enacted in Helston town centre, as part of a local celebration. Pupils raise money for many charities abroad, and have benefited from a visit from the Palestine minister for Education and a teacher from a school in Palestine, visits from Swiss students and links with a school in Huddersfield.

The healthy school lunches enjoy a strong uptake and pupils talked engagingly about how they help their parents and carers to pack their lunch boxes and choose their healthy break time snacks. This has helped the school to achieve Healthy Schools Plus status. Pupils are articulate and because they feel valued, they talk confidently about their learning and their school life. They also appreciate the understanding of their peers and rarely need more than a word of guidance from staff to keep them focused on their work.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Outstanding provision in the school is leading to very rapid progress for all groups of

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

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pupils. There have been significant improvements since the last inspection in the quality of teaching, driven by a desire to learn from colleagues and marshalled by effective leadership. This has been seen particularly at Key Stage 1, where improvements in teaching methods in Nursery and in Reception have been echoed in Years 1 and 2. Often, teaching is outstanding and this generates a genuine desire to learn in all parts of the school. The teachers’ excellent use of detailed assessment data identifies individual needs at an early stage and lessons are carefully designed around the fulfilment of those needs. This was seen in an outstanding mathematics lesson in Year 6, where adults displayed a thorough knowledge of the pupils’ abilities. This allowed the teacher and support assistant to help all pupils to progress outstandingly well, via well-planned, engaging, active learning.

Swimming lessons from age three, a roller-skating after-school club, basketball hoops in the playground and a range of after-school activities all help to enhance a superbly creative curriculum and have led to the school being awarded the Activemark designation. Enthusiastic curriculum leadership at all levels produces memorable experiences for pupils. They spoke excitedly about their ‘evacuation’ to Pendennis Castle where they re-enacted children’s experiences from the Second World War and also about their Year 5 visits to London. The outdoor learning area, built with help from the Royal Navy, is much appreciated by pupils. This area has been important in accelerating progress in writing. In a Year 6 literacy lesson, for example, pupils, especially boys, were keen to show how much their initial learning about the environment had helped in their poetry writing. Partnership work, through other schools in the cooperative trust and with other agencies, further augments the broad curriculum; for example, a successful local under 11 football league has recently been established.

Outstanding care, support and guidance are at the heart of the school’s work. Pupils say that bullying and racist incidents are very rare. Effective leadership and training ensure that support for pupils with special educational needs and/or difficulties and those whose circumstances may make them vulnerable, is excellent and in some cases, this transforms pupils’ lives. The popular out-of-school club supports pupils and families, mornings and after school and is praised by parents and carers. Effective support for the children of armed forces families aids their emotional health. Relationships with staff at the nearby Royal Naval Air Service base are typical of the excellent range of multi-agency partnership work which the school accesses to support children with particular needs.

These are the grades for the quality of provision

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

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How effective are leadership and management?

Under the leadership of an outstanding headteacher, leaders and managers at all levels are empowered to drive school improvement. He is adept at encouraging the development of effective relationships among staff through his personal example. The governing body, led by an effective Chair, has played an important role in this process, supporting and challenging leaders where necessary. This has effected improvements in a range of areas over time, not least in teaching and learning. Leaders and managers were able to judge the quality of teaching in the school with accuracy. Over time the number of outstanding lessons has shown a clear improvement, as outstanding practice has been effectively spread across the school. Assessment has improved in parallel, in order to strengthen the school’s determination to focus on individual needs. Academic targets are very well used across the school, but some pupils are less well versed in their knowledge of exactly where their learning should take them next.

Almost all pupils, parents and carers who responded to questionnaires agree that the school is very safe and said so in discussions. This is because the school attaches a great deal of weight to making sure that safeguarding procedures are effective. The school is a leader of high quality practice and Parc Eglos staff run training sessions for local schools on site. This excellent partnership work with local schools extends to the 13-school cooperative trust, of which the school is a member. The leader of a fellow member school testified to the important part played by Parc Eglos within that trust and in its establishment.

Links to other schools and trips to other areas of the United Kingdom play an increasingly important role in the pupils’ lives and they display an excellent understanding of life in other areas of the country as a result. This is mirrored by their understanding of people’s lives in other countries. A varied array of visitors and school links supports this and together with a stimulating curriculum, plays a part in the pupils’ excellent knowledge of other cultures and religions. Provision for community cohesion is excellent.

As a result of this continuous drive for improvement, all pupils have equal and outstanding opportunities to achieve and no group of pupils suffers discrimination.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school’s engagement with parents and carers	1

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The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Excellent leadership and management, coupled with very reassuring and understanding adult attention, ensure that the childcare provision for children under three years is of the highest quality. It complies with all the requirements for registration. Thus, young children settle very quickly and their progress is rapid. As they progress into Reception, their skill levels have historically been well below those expected for their age. Since the full incorporation of the Nursery into the school, two years ago, these skills have improved and the gap between literacy skills on entry and other areas of learning is narrowing.

Progress across the Reception class is similarly rapid until, by the end of the year, skills across the board are at a level that allows pupils to access learning in Year 1 very well. One parental comment stated that ‘our children are cared for, nurtured and supported and learning is fun’. This reflected the views of almost all parents and carers who commented on the outstanding Early Years Foundation Stage provision.

Because of some highly skilled practitioners who support and track the children’s learning assiduously, children are happy and enthusiastic about their learning. Three girls were baking cakes in Reception, with concentration and skill which belied their young age. Four boys were selling groceries from a shop and could say how much they cost and how many could be bought. The varied range of activities was engaging for every pupil.

The use of the indoor and outdoor areas is exemplary and the learning environments are literacy-rich in both Nursery and Reception. In Reception, children were excitedly, yet sensibly, using finger paints, a range of role play areas and wheeled toys and were playing in dens. Throughout the Early Years Foundation Stage, adults are supporting their learning and carefully monitoring their progress through all aspects of their learning.

All this occurs under the outstanding leadership of an Early Years Foundation Stage manager. The leader is new to post, but is well supported by both her predecessor, who has gained promotion within the school, and by the headteacher.

These are the grades for the Early Years Foundation Stage

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Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

One parental comment that, ‘this is a very caring and happy school’ sums up the feelings of many. Almost all parents and carers thought the school kept their children safe and that they were happy at the school. Most agree, or strongly agree with all the statements in the questionnaire, though a few did not. Inspectors carefully explored the comments of parents and carers who expressed concerns, especially about being informed better and the school not meeting the needs of individual children. Overall, they found that information given out by the school was sufficient and that individual needs were generally addressed exceptionally well through outstanding care, guidance and support.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Parc Eglos 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 137 completed questionnaires by the end of the on-site inspection. In total, there are 410 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	55	59	43	2	1	0	0
The school keeps my child safe	84	61	51	37	1	1	0	0
The school informs me about my child’s progress	46	34	76	55	10	7	1	1
My child is making enough progress at this school	49	36	78	57	9	7	0	0
The teaching is good at this school	76	55	59	43	0	0	0	0
The school helps me to support my child’s learning	61	45	69	50	3	2	1	1
The school helps my child to have a healthy lifestyle	68	50	65	47	1	1	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)	83	61	48	35	1	1	0	0
The school meets my child’s particular needs	57	42	67	49	9	7	1	1
The school deals effectively with unacceptable behaviour	54	39	70	51	9	7	2	1
The school takes account of my suggestions and concerns	53	39	66	48	10	7	0	0
The school is led and managed effectively	65	47	63	46	4	3	1	1
Overall, I am happy with my child’s experience at this school	73	53	60	44	4	3	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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 September 2011

Dear Pupils

Inspection of Parc Eglos School, Helston TR13 8UP

Thank you for making us so welcome when we inspected your school recently. We thoroughly enjoyed the time we spent talking to you, visiting your lessons, looking at your work and seeing all the exciting things you do. It was a privilege to visit you all and the things you told us helped me greatly in writing this report.

We found that your school is outstanding and is very well led. It is a place where you are extremely well looked after and taught and this means that your progress is excellent. Your lessons are exciting and this is helped by your interesting outside learning area, which you use to good effect to extend your learning. You told us all about your 'evacuation' to Pendennis Castle and your visits to places like London, which you enjoy. This all helps you to enjoy school and your attendance is high.

You all get on well together and with all the adults around you, and your behaviour and social skills are excellent. You eat healthily and take part in a range of activities which help to keep you healthy. You say you are safe in school and all adults help to keep you safe. You take on lots of responsibilities around school and you take pride in carrying out these roles. For example, you help to improve the school environment in your eco team, and you make important decisions on your effective school council. Links to other parts of the United Kingdom and visitors from other countries help to give you an excellent understanding of life in other areas and other cultures.

However, even outstanding schools can improve and to help you to learn even better we have asked your teachers to work with you and your parents and carers to:

- make sure that you always know the next steps in your learning.

We would like you to help in this by always asking what you need to do to improve your learning and continuing to work very hard in lessons.

Yours sincerely
Paul Garvey
Lead inspector

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