

Troon Community Primary School

Inspection report

Unique reference number	111844
Local authority	Cornwall
Inspection number	378374
Inspection dates	15–16 March 2012
Lead inspector	Juliet Jaggs

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	161
Appropriate authority	The governing body
Chair	Terry Carter
Headteacher	Julie Lamb
Date of previous school inspection	10–11 December 2008
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Age group	3–11
Inspection date(s)	15–16 March 2012
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Introduction

Inspection team

Juliet Jaggs

Additional inspector

Paul Dalbridge Smith

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 14 part-lessons taught by eight teachers. They held meetings with members of the governing body, staff and groups of pupils. The inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work and looked at self-evaluation documentation, development planning, assessment information and safeguarding procedures. The inspectors analysed 102 questionnaires received from parents and carers.

Information about the school

Troon Community Primary School is smaller than most primary schools and a relatively high number of its pupils leave and join the school at other than the usual times. The majority of pupils are of White British heritage and, currently, all speak English as a first language. A higher-than-average proportion of pupils are known to be eligible for free school meals. The percentage of disabled pupils and those with special educational needs is above average, with the majority of them receiving support for specific learning difficulties and speech, language and communication needs. The school has recently gained the Healthy Schools Plus award. The assistant headteacher at the time of the last inspection was appointed the substantive headteacher in January 2011. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The school has recently opened a breakfast club run by the governing body.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school where pupils make satisfactory progress and behave well, and their welfare is given a high priority so that they feel secure. Overall effectiveness is not good because aspects of leadership and management are in need of improvement and the quality of teaching is not yet consistently good.
- All members of the inclusive school community show a commitment to one another so pupils are respectful and they behave well. Pupils’ spiritual, moral, social and cultural development is strong because the school enables pupils to take advantage of a variety of opportunities in the local area as well as planning initiatives for them in school.
- Children get off to a good start in the Early Years Foundation Stage, where they receive tailored support. In Key Stages 1 and 2 they make satisfactory progress to reach broadly average attainment by the end of Year 6. The progress of pupils throughout the school is monitored, but the targets they are set are not reviewed often enough to help them make better than satisfactory progress overall.
- Teachers know their pupils well and generally plan a variety of activities that are well suited to the pupils’ different abilities within the class. However, teachers do not always make clear to pupils what they will be learning, or check their levels of understanding by, for example, asking appropriate questions. This then limits pupils’ ability to learn independently.
- Self-evaluation is accurate, enabling leaders to identify priorities, for example, the need to ensure a more consistent approach to teaching reading and writing. Teaching is monitored on a regular basis and performance management is satisfactory. However, the impact of these strategies is not always evaluated for their impact on improving teaching and achievement. In addition, improvement planning is not always precise enough to generate better outcomes.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Improve the effectiveness of leadership and management at all levels, including the governing body, so that there is a greater momentum to school improvement by:
 - ensuring that all leaders and managers are fully aware of their responsibilities and have greater accountability for measurable impacts on pupils' achievement and the quality of teaching
 - using precise and measurable targets in improvement planning so that the impact of actions can be accurately evaluated
 - introduce more specific target-setting procedures so that individual pupils and groups of pupils have challenging targets that are frequently reviewed and updated so that they make better progress.

- Improve the quality of teaching so that it is consistently good or better by:
 - explaining to pupils what they will be learning during lesson activities
 - using a variety of questioning techniques that encourage pupils to demonstrate their understanding
 - gauging the progress of pupils from their responses and making timely adjustments if pupils show they do not understand.

Main report

Achievement of pupils

The capabilities of most children joining the Early Years Foundation Stage are generally below those expected for their age. Parents and carers are accurate in their assertion as to how well the school attends to their children's speech and language needs and supports progress in their personal and social development and other areas of learning. As a result, children make good progress in the Early Years Foundation Stage and have a secure range of skills by the time they join Year 1. This is helped by a range of visitors from different cultures that complement children's language development as well as their understanding of different faiths. For example, children were talking about making chapattis during their role-play activities days after one of these visits had taken place.

Achievement during Key Stage 1 has been variable in the past but is now becoming more consistent, leading to broadly average attainment by the end of Year 2. Pupils have a secure knowledge of letters and their sounds so they can use them independently to attempt to read unfamiliar words, and there have been improvements in their extended writing. Standards in reading by the end of Key Stage 1 are in line with the national average. Across the school, girls' attainment in English has been higher than that of boys in the past, but the gap is closing. This is largely as a result of well-chosen reading programmes that are having an impact through Key Stage 2 so that most groups of pupils, including those known to be

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eligible for free school meals, make satisfactory progress and attain broadly average standards in reading, writing and mathematics by the end of Year 6. Disabled pupils and those with special educational needs make satisfactory progress because of the provision they receive, including appropriate adjustments to their timetables, and the effective support offered by teaching assistants, encouraging them to work independently.

Pupils are keen to help and support one another so that working together they are motivated to complete tasks more accurately. At times, however, pupils find it more difficult to apply what they have learnt to solve more difficult problems. Although many parents and carers believe that their children make good progress, inspection evidence indicates that achievement is satisfactory overall.

Quality of teaching

All teachers have clear expectations and routines that provide pupils with a clear framework for participating in class. Pupils cooperate well as a result, which has a positive impact on their social development. In the best teaching, for example, for some of the youngest children, in Year 2 and in some older classes, there is a real sense of urgency, work is challenging and concise questioning keeps pupils on their toes from the start to the end of the lesson. Pupils are under no illusion as to what is expected of them and they rise to the challenges set.

Teachers know their pupils well and generally consider their varying levels of attainment in preparing suitable materials that promote learning. The planned curriculum impacts satisfactorily on teaching and teachers often take advantage of opportunities to promote pupils' spiritual, moral, social and cultural development in a stimulating learning environment. Lesson plans often include a practical start to lessons so pupils are quickly involved in learning, and these are usually followed by a logical sequence of tasks that provide a sound basis for structured learning. However, teachers do not always discuss how learning develops through these activities so pupils can find it hard to understand how the initial activity relates to the written exercises that come next. This can make it hard for pupils to assess their progress independently because they cannot easily check that they have made the right connections.

Much marking is of good quality because both teachers and pupils use 'marking ladders' to identify what still needs to be done to improve written exercises. However, there is less of an emphasis on gauging pupils' different levels of understanding while they are working. Teachers do not always take advantage of opportunities to question individual pupils in a way that encourages them to talk about their learning. Similarly, when class tasks require group responses from pupils, some teachers overlook indications that individual pupils do not understand so misconceptions are corrected too late.

Parents and carers recognise the benefits for their children of learning in a happy and caring environment so they have a very positive view of the quality of teaching. The inspectors' view is that the impact of teaching on pupils' progress is satisfactory.

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Behaviour and safety of pupils

Evidence shows that behaviour over time is consistently good. Pupils are enthusiastic in wanting to hold positions of responsibility and are keen to become 'Super Sixes' in recognition of their reliable behaviour. They are composed when they assemble together and they undertake their share of tasks willingly. Pupils play their part managing behaviour at break times and are very much in favour of the new arrangements where pupils of different ages play together. They respond very well to the expectation about being considerate so they look after and out for each other. This has a strong impact on their social and moral development and contributes to the feeling of safety that many pupils expressed. They are well aware of the different types of bullying, including cyber bullying, but say that any instances of bullying are extremely rare.

Pupils have good attitudes to learning and behave well in lessons. They respond immediately to instructions so they join in well during practical tasks and settle quickly to written exercises. A few parents and carers expressed concerns about occasional disruptive behaviour in class but they acknowledged, and inspection findings support this, that it is dealt with swiftly. Some pupils also have a mixed view about behaviour. They accept that a small minority of their peers occasionally have difficulty in managing their conduct, but they are very confident in the school's systems to support such pupils and know that any issues will be dealt with. Families also respect the school's sanctions to reduce absence so there have been steady improvements in the levels of attendance, which are now average.

Leadership and management

The headteacher has been effective in creating a cohesive school where a great emphasis is placed on supporting the whole family and understanding the particular characteristics of the wider community so that the school can best inspire its pupils. Parents and carers were keen to pass on their views about the quality of the support their children receive, and the comment, 'The school has successfully created a caring and encouraging community', was typical of many included in the questionnaires. Key to this has been the sustained impact of pastoral leaders, who have encouraged all families to have a positive attitude to education. Pupils whose situations have made them vulnerable feel valued and cherished so that they too can achieve.

School leaders and staff promote an equality of opportunity and monitor pupils' individual progress. School leaders are determined to prevent discrimination of any kind. However, these systems are not yet used frequently enough to generate ambitious targets for pupils and accelerate progress. Equally, senior leaders have yet to rigorously analyse all the information they hold about groups of pupils to highlight more specific priorities and identify targets in relation to the achievement of such groups. However, self-evaluation is accurate and has prompted successful developments. For example, senior leaders correctly identified the need to improve the effectiveness of the teaching of reading and writing, and actions are now having a positive impact on pupils' progress. Staff have been well trained to deliver new

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initiatives and leaders use a variety of tasks to monitor teachers' performance and ensure a consistent approach. Pupils make satisfactory progress overall, although there is evidence that this is accelerating, and there is justified optimism for better achievement by the end of the year. Improvements since the last inspection, including the sustained impact on improving levels of attendance, mean that the school has the capacity for further improvement. However, not all leaders have developed their roles to the same effective extent and so are not always sufficiently held to account in relation to outcomes for pupils. In addition, priorities in improvement planning are not consistently precise and measurable, which can make it more difficult for leaders to evaluate the impact of actions.

Most members of the governing body have a long association with the school. They provide unwavering support for teachers, which can mean they do not always provide sufficiently robust challenge about pupils' achievements. Nevertheless, they are keen to collaborate with staff in identifying development priorities. They ensure, along with other school leaders, that the statutory duties and arrangements for safeguarding pupils' welfare are of the highest standard.

The curriculum is satisfactory. Teachers are beginning to adopt a more creative approach to planning using themes to link learning. For example, Year 4 enjoyed an integrated topic about the Iron Age which encouraged them to write extensively and develop their cultural connection with Cornwall. Senior leaders have sought particular expertise to enhance the pupils' strong spiritual, moral, social and cultural development through participation in local events, an artist in residence, lively musical activities and the pupils' participation in the specialist sports sessions, which also reflect their commitment to the Healthy Schools award.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons, and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



19 March 2012

Dear Pupils

Inspection of Troon Community Primary School, Camborne TR14 9ED

Thank you for the warm welcome you gave us when we visited your school. We enjoyed talking with you about your learning and hearing you read. Your views have been taken into account and we have found that Troon School is a satisfactory school. Here are some of the key findings from the report.

- Your school takes good care to make sure you are well looked after. You told us that you feel safe and this is something that the inspectors, your parents and carers agreed with.
- Children in the Early Years Foundation Stage get off to a good start. Progress in Years 1 to 6 is satisfactory so that your attainment is broadly average by the time you leave.
- Your behaviour is good and you are working hard to improve your attendance.
- Your teachers arrange a variety of different activities in your lessons and we think that the introduction of the new reading scheme has been a good idea.

We have asked the staff to continue to improve the school by:

- giving you more challenging targets and frequently checking whether you are meeting them
- explaining what you are going to learn during lessons so you can check your progress while you are working
- thinking of different ways of asking you questions so that you can show them that you understand
- changing activities in lessons if you are finding them too difficult or too easy
- improving the ways leaders check how well the school is doing.

You can help by continuing to do your best and talking to your teachers about your learning so that they know when they need to change what you are doing.

Yours sincerely

Juliet Jaggs
Lead inspector

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