

Treloweth Community Primary School

Inspection report

Unique Reference Number	111853
Local Authority	Cornwall
Inspection number	337757
Inspection dates	16–17 June 2010
Reporting inspector	Stephen Lake

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	368
Appropriate authority	The governing body
Chair	Neill Wood
Headteacher	K L Brokenshire
Date of previous school inspection	10 July 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 24 lessons and made short visits to a further 12 lessons, observing 14 teachers in total. Inspectors held meetings with governors, staff and pupils. They observed the school's work and looked at the school development plan, the school's assessments of pupils' attainment and progress, the records held on vulnerable pupils and those with special educational needs and/or disabilities, school policies, and reports from the local authority and the School Improvement Partner. Inspectors analysed questionnaires from pupils, staff and 200 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of gifted and talented pupils to determine if the provision made for them supports and challenges them enough
- achievement in science at Key Stage 2 to determine if teaching meets the needs of pupils
- the impact of the new leadership and management in the Early Years Foundation Stage
- the impact of the curriculum initiatives on the attainment of Year 6 pupils.

Information about the school

Treloweth Community Primary is larger than most primary schools. Most pupils are White British and very few pupils come from other ethnic groups, although a small number of pupils are from Traveller families. Very few pupils speak English as an additional language. The proportion of pupils entitled to free school meals is extremely high and the school runs a breakfast club every morning. The proportion of boys is higher than usual. Far more pupils than average have special educational needs and/or disabilities and the proportion of pupils with a statement of special educational needs is very high. The school has the Healthy School Plus award.

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?

3

The school's capacity for sustained improvement

2

Main findings

Treloweth Primary School provides a satisfactory standard of education. It has some outstanding features. Pupils' achievement is satisfactory. From very low starting points in the Early Years Foundation Stage, pupils are now making good progress in most year groups. However, the legacy of underachievement means that despite the clear and evident improvement that is taking place, attainment remains too low in English, mathematics and science by the end of Year 6. The school has correctly identified that pupils' weak speaking and writing skills limit their overall attainment. The quality of teaching and learning is improving rapidly and is good, especially in English, because of the strategies introduced to improve reading and writing. Pupils with special educational needs and/or disabilities, pupils who speak English as an additional language and pupils from Traveller families all receive very high-quality support from teachers and knowledgeable teaching assistants. This enables them to make good progress.

This school's undoubted strengths lie particularly in the excellent care, guidance and support provided. This enables all pupils, including many who are vulnerable, to raise their aspirations and learn effectively. Pupils have an excellent knowledge of how to keep safe and stay healthy and they say how much they enjoy school. They behave well and make an outstanding contribution to both the school and local community. The school works extremely closely and effectively with parents to support their children's learning and to keep them safe.

The curriculum is generally well matched to the needs of pupils, although the provision for speaking and writing is still not strong enough. In the Early Years Foundation Stage learning activities are limited by too little cover in the outdoor teaching space. The improved assessment procedures are having a positive impact on the improved learning and progress across the school. However, in some lessons teachers do not use information on pupils' previous performance well enough to ensure that lesson activities really challenge pupils in their learning.

Senior leaders have an accurate view of the school's strengths and weaknesses. Robust and well-targeted action by the headteacher has strengthened the teaching team. The quality of learning and pupils' progress has improved throughout the school and attainment at the end of the Early Years Foundation Stage and Year 2 has improved considerably. Many other areas of the school's provision have improved and senior leaders are already taking action on all the areas identified for improvement in this report. The school has a good capacity to improve further.

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What does the school need to do to improve further?

- Improve speaking and writing skills throughout the school in order to raise attainment at Year 6 by:
 - providing more opportunities within the curriculum to develop pupils' speaking and writing skills
 - extending the best practice seen in some lessons to ensure that the information on pupils' progress is used more consistently to plan lessons that challenge pupils to achieve of their very best.
- Seek ways to improve the outdoor area available for children in the Early Years Foundation Stage by:
 - ensuring that a suitably large covered area provides enough space for a full range of activities to be undertaken outdoors in all weathers
 - providing easy access to the area so that children can move freely and independently between indoor and outdoor activities.

Outcomes for individuals and groups of pupils

3

Learning in most lessons observed was good. Progress is particularly good in Years 2, 5 and 6 because of the consistently good teaching. Attainment at the end of Year 2 is close to the levels expected at this age. This represents a significant improvement in the last few years. Attainment in mathematics at age seven is broadly average because teaching is challenging and lessons are made enjoyable for pupils. In a literacy lesson for Year 2, opportunities to act out the sounds made by letters reinforced the learning in a motivating manner. The improvements in attainment for all groups of pupils at Year 2 are now providing a better base on which teachers in Key Stage 2 can build. Teachers are challenging all pupils to reach higher standards in English, mathematics and science, especially in Year 6 through consistently good teaching. Pupils are motivated to learn by stimulating lessons. For example, in a science lesson, information and communication technology (ICT) was used to enable pupils of all ability levels to produce a short presentation on what they had discovered about materials. Progress in science is now the same as in English and mathematics. High quality art work was observed. Attainment in ICT is close to age-related expectations. The focused teaching and good support in classrooms enable all pupils to make similar good progress.

The vast majority of pupils are polite, friendly and confident when talking to visitors to the school. Pupils say that although a small amount of bullying may occur they trust all adults to deal with it effectively. Pupils are very knowledgeable about how to stay safe. Pupils explain in great detail about internet safety and road safety. They are very aware of the dangers around them because of the excellent guidance they receive. Pupils' commitment to healthy lifestyles is reflected in the Healthy School Plus award and in the excellent take up of after-school sports activities. Responsibilities, such as being on the school council or peer mentors helping on the playground, enable pupils to make an outstanding contribution to the school community. The outstanding contributions to the local community, such as Murdoch Day celebrations and participating in urban regeneration projects, help pupils to develop their understanding of citizenship. These activities help pupils to gain valuable skills to prepare them for their future life, but their weak literacy

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and numeracy skills mean that this aspect is satisfactory. Attendance has improved because of the exemplary efforts of the school to engage parents in the process. Pupils know right from wrong and show respect for themselves and others. They have a strong understanding of their own local culture and other cultures through visitors to the school and links with schools in Birmingham, Spain and Mexico.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

The teaching team has been strengthened in the last 18 months by new appointments. The impact of a new phonics-based programme for teaching reading and writing can be seen in improved attainment in Year 2. Most teachers prepare lessons that motivate pupils, working closely with competent teaching assistants to deliver these in a stimulating way. This is particularly effective at keeping boys motivated and learning. In many lessons, teachers ask searching questions that assess how well pupils understand the work and challenge them to achieve more. In an outstanding lesson, pupils, especially those identified as gifted and talented, were continually challenged to produce more complex sentences that illustrated empathy in a range of situations. In some classes 'talk partners' are used well to develop pupils' thinking skills through discussion, but this and other good practice are not widespread. This has been recognised and plans to appoint a person with responsibility for developing speaking are at an advanced stage.

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The curriculum initiatives put in place are improving pupils' progress by Year 6, although this has yet to have an impact on attainment. In particular, the support and guidance available for those deemed gifted and talented are ensuring that these pupils are challenged well to achieve of their best. Information on pupils' progress is used effectively in most classes to plan work matched to the needs of pupils. Nevertheless, some inconsistency remains in the way pupils are challenged. Most pupils' work is marked well, with useful comments on how pupils can improve their work, but there are some inconsistencies that limit a few pupils' understanding of how to improve. Teachers use ICT well to support teaching and learning. Provision for pupils' personal development is extremely strong. Visits to places of interest and visitors, such as the artist in residence, enhance the curriculum well. Pupils enjoy opportunities to play in a samba band and to learn Spanish.

Pastoral care is extremely strong. The school is particularly vigilant in ensuring the safety of vulnerable pupils and in monitoring their attendance. The provision for pupils deemed gifted and talented is good. It is enhanced by the close links with other schools to provide programmes of support for these pupils. Close links with local authority services and the high-quality provision within the school ensure that pupils with additional needs of all types are supported very well. The school's programme 'Looking after me' has proved successful in reducing childhood obesity in the school. The breakfast club provides pupils who attend with a healthy start to the day that supports their understanding of healthy eating very well.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The senior management team has high expectations for the school and a clear vision on how it can improve pupils' life chances. These are shared with all staff and governors. Monitoring of teaching and learning is good and information gained is used well in improving classroom practice. Assessment data are scrutinised well to check on the attainment of different groups of pupils and ensure that pupils from all groups attain equally well. The school is also very vigilant in ensuring that no groups are discriminated against. Nevertheless, the school has identified that the use of data at a strategic level to give a clear picture of school performance is not as strong as other aspects of assessment; training on this has already been booked.

Procedures for safeguarding pupils are rigorous. Training on child protection is extremely comprehensive and all staff and governors have a very clear understanding of what is required to keep pupils safe.

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The governing body is very supportive of the school. Governors are closely involved with school self-evaluation and have a good understanding of the priorities of the school improvement plan. The school is very effective in ensuring social cohesion within its own local community and has forged good national and international links with other schools which contribute well to pupils' cultural understanding. The exemplary links with parents have enabled to school to engage very effectively with all groups including Traveller families.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children receive a good start to their education. Close and positive relationships with pre-school groups and parents mean that children settle quickly and happily. Their progress in personal and social development is particularly good. Children display positive attitudes and learn to relate well to others. The good partnership between children and adults and a focus on praise ensure excellent behaviour. High quality care helps children to feel secure and confident; their welfare needs are met well.

Children make good progress. They start school with levels of skill well below those normally found at this age, especially in communication, language and literacy where many have extremely weak speaking skills. Children enter Year 1 well prepared for learning, although their communication, language and literacy skills and their numeracy skills remain below expectations.

A rich and stimulating environment is provided for children. All areas of learning are covered appropriately. Adults ensure a good balance between activities directed by teachers and independent choices that help children develop as confident learners. The outdoor area provides satisfactory opportunities for children to move freely between

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indoor and outdoor activities, but the small amount of cover provided limits the way this area can be used.

The provision in the Early Years Foundation Stage has improved considerably and children learn more effectively due to the impact of the improved leadership and management. Good quality systems for checking on children's progress are used effectively to plan work that challenges children to achieve well. Children with special educational needs and/or disabilities are identified at an early stage enabling good quality support to be provided.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents are happy with their child's experience at school. Many written comments praised the school and typical of the comments received were, 'My child has made fantastic progress in all areas and because of the clear way they are taught we are able to support their learning at home,' and 'The door is always open if you have any concerns about your child and it is sorted out immediately and discreetly.' Inspectors agree with the positive comments of parents.

A small minority of parents were concerned that behaviour is not dealt with effectively. A smaller number were concerned that they are not well enough informed about their children's progress and that parents' suggestions and concerns are not taken into account. Inspectors judge that effective behaviour management ensures that the vast majority of pupils behave extremely well, although a very small minority do present challenging behaviour. Inspectors also judge that strong leadership and management of the senior staff and the many opportunities to obtain parents' views and keep them informed about their children's progress are a strength of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Treloweth primary 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 200 completed questionnaires by the end of the on-site inspection. In total, there are 368 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	79	40	114	57	7	4	0	0
The school keeps my child safe	105	53	91	46	0	0	0	0
My school informs me about my child's progress	69	35	106	53	23	12	1	1
My child is making enough progress at this school	82	41	100	50	13	7	0	0
The teaching is good at this school	85	43	107	54	6	3	0	0
The school helps me to support my child's learning	76	38	102	51	20	10	0	0
The school helps my child to have a healthy lifestyle	83	42	103	52	12	6	1	1
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)	70	35	119	60	5	3	1	1
The school meets my child's particular needs	73	37	111	56	10	5	2	1
The school deals effectively with unacceptable behaviour	77	39	82	41	27	14	8	4
The school takes account of my suggestions and concerns	68	34	102	51	23	12	0	0
The school is led and managed effectively	83	42	96	48	15	8	1	1
Overall, I am happy with my child's experience at this school	98	49	82	41	16	8	1	1

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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



18 June 2010

Dear Pupils

Inspection of Treloweth Community Primary School, Redruth TR15 3JL

Thank you for making us so welcome when we visited your school. We enjoyed talking with you and particularly enjoyed watching the artist help you prepare for Murdoch Day. Your school gives you a satisfactory education. It is improving rapidly. You make good progress in your learning now, but the levels you achieve by the end of Year 6 are not as high as in most other schools. Here are some of the things we liked about your school.

- You make an outstanding contribution to the school and local community.
- The school looks after you extremely well, which is why you have an excellent understanding of how to stay safe and how to keep healthy.
- Your behaviour is good.
- The way that the school involves your parents and carers is outstanding and this is really helping all aspects of your learning.
- The new programme for reading and writing is improving your reading a lot.
- The teaching is good and your teachers make learning interesting.
- The school is led and managed well.

To help your school continue to improve we have asked the teachers and governors to:

- improve your speaking and writing skills to help you to do better in Year 6
- provide a better outdoor area for those of you in the Reception classes.

You can help by concentrating on how you speak and by talking more about what it is you are going to write.

Thank you again for your help

Yours sincerely

Stephen Lake
Lead inspector

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