

# Trewidland Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	111958
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	357013
<b>Inspection dates</b>	15–16 March 2011
<b>Reporting inspector</b>	Peter Clifton

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	53
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Charles Boney
<b>Headteacher</b>	Vyvyan Lovell
<b>Date of previous school inspection</b>	16 July 2008
<b>School address</b>	Trewidland Cornwall PL14 4SJ
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons and observed three teachers. Meetings were held with members of the governing body, staff and pupils. The inspectors talked to pupils in lessons and at break times. They observed the school's work and looked at school documentation, including development planning, monitoring information, evidence of safeguarding procedures, and pupils' books. They analysed 30 responses to the parental questionnaire and took account of the views expressed by parents and carers during informal meetings and conversations.

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

- Whether the progress and learning of different groups of pupils is improving leading to higher attainment.
- How well work challenges different groups of pupils' in the mixed-age classes.
- How effectively targets are used in lessons to help pupils understand what they need to do to improve.
- The current picture of attendance and whether persistent absence has been reduced.
- Evidence to support those areas of the schools' work, including behaviour and the extent to which the pupils feel safe, judged as outstanding by leaders.

## Information about the school

This is a much smaller-than-average size school serving the local villages of St Keyne and Trewidland. Just over a quarter of pupils travel from the nearby town of Liskeard to attend. The proportion of pupils with special educational needs and/or disabilities is below average. Children in the Early Years Foundation Stage are taught in the same class as Years 1 and 2. They have their own dedicated outdoor learning area. There are two other classes, one with pupils in Years 3 and 4 and the other with pupils in Years 5 and 6. All pupils are of White British origin.

**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**

**3**

## Main findings

Trewidland is a satisfactory school. Pupils' achievement is satisfactory and attainment is average. In the Early Years Foundation Stage, children make good progress. Through the rest of the school, progress is satisfactory. There are strengths in pupils' personal development. Pupils are proud of their school and say they feel safe in school at all times and parents and carers strongly agree. Pupils give their views with considerable assurance and are entirely confident in staff to sort out any concerns. They are polite and show respect and consideration for each other. Pupils' positive behaviour and attitudes make a good contribution to learning in all classes. They have a keen interest in environmental issues, care about other people who are less fortunate than themselves and have a strong sense of being treated fairly. The school is an exceptionally harmonious and friendly community. However, pupils' understanding of people from different cultures and backgrounds within the United Kingdom is underdeveloped.

The quality of teaching and learning is satisfactory. In Years 1 to 6, inconsistencies in progress remain because lesson planning and delivery are not sharp enough to meet the needs of different groups of pupils, particularly the more able. Those pupils who have special educational needs and/or disabilities make good progress because their needs are well understood and they have very effective additional support. Since the previous inspection, leaders have improved the use of targets in lessons and there are now opportunities for pupils to assess their own work and set themselves goals. However, more remains to be done to embed this practice across the whole of the school and to strengthen pupils' understanding about what they need to do to improve.

Self-evaluation is satisfactory. Senior leaders have been effective in tackling some of the weaknesses since the time of the previous inspection report. Improvement has been made, for example in the Early Years Foundation Stage and in developing investigations in science. Leaders have taken firm action to reduce the level of persistent absence and attendance is improving. Monitoring and evaluation of teaching are accurate but have not been sufficiently robust or regular to ensure that learning in the large majority of lessons is good or better. The school assesses the attainment of each pupil regularly and uses this to track their progress. However, this has yet to be used to hold teachers to account fully for the progress and achievement of different groups of pupils in their classes. Therefore, the school demonstrates a satisfactory rather than better capacity for sustained improvement.

Up to 40% of the 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?

- Accelerate pupils' progress in different year groups by:
  - ensuring planning consistently meets the needs of different groups of pupils, particularly the more-able pupils
  - developing the use of targets in lessons and giving pupils more opportunities to assess their own work and set themselves goals.
- Strengthen the monitoring and evaluation of teaching to ensure that the large majority of teaching is good or better by:
  - improving the use of pupil progress information to hold teachers more closely to account for how well different groups of pupils achieve
  - monitoring and evaluating the quality of teaching more regularly to provide better support to staff.
- Develop pupils' understanding of people from different cultures and backgrounds within the United Kingdom.

## Outcomes for individuals and groups of pupils

**3**

Children typically start school with skills, knowledge and understanding that are in line with those expected for their ages, although this fluctuates due to the very small numbers in some years. Attainment at Year 6 over the past three years in English and mathematics has been broadly average. The current attainment of pupils in Year 6, from work seen and other information, is above average overall. The school's tracking shows that pupils in Year 4 make good progress. Across Key Stage 1, progress is weaker and there are too few pupils writing at the higher levels. Pupils with special educational needs and/or disabilities respond well to the additional support provided and this helps them to accelerate their progress.

During the inspection, satisfactory or better learning was observed in all classes. Older pupils made good progress in using adventurous vocabulary in their biography writing about Boudicca. In Years 3 and 4, they tackled mathematical problems in group work confidently, helping each other and checking their answers. In Years 1 and 2, planning for writing activities did not always take sufficient account of the pupils' prior learning.

Pupils routinely respond to the expectations of the teachers to work independently and maintain concentration. However there are a few occasions when boys, in particular, do not achieve enough in the time available. Pupils comment that they feel very safe and secure and that they are always listened to by adults. As a result, they are very happy in school. Parents make many highly positive comments about this aspect of the school's work. Pupils are clear about the possible dangers of using the internet and procedures to keep them safe on visits. Pupils know about the sort of foods they should be eating and the benefits of drinking water regularly. Older pupils have a good understanding of the possible dangers of drinking alcohol. Many take part in extra clubs and activities including sport, for example the football and running clubs. The school council meets regularly and provides a voice for pupils' views, which are sought through a suggestion box. Pupils get involved in several local events, for example the Parish in Bloom celebrations and regularly

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raise money for charities. They know why it is important to recycle materials and help to compost waste for the gardening club.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?

While planning is often distinctive for different levels of ability within the mixed-age classes, it is not always sufficiently fine-tuned to promote good outcomes for the more-able pupils. On a few occasions work set is too easy, especially when the pupils are kept together as a single group for too long. This slows learning, particularly for the more-able pupils. On the other hand, teachers frequently use questioning well to promote thinking and pupils respond well when asked to discuss their ideas with each other. Group work is often successful because pupils enjoy working with each other. Pupils in Key Stage 2 know their individual targets and they are beginning to use these to move their own learning forward in writing. However this is not yet a consistent feature in lessons across the school.

Provision to promote aspects of pupils' personal development is good. Assembly is used well to help pupils to reflect about issues in the wider world. Investigation and problem-solving are planned for appropriately in mathematics and science. The start of mathematics lessons enables pupils to apply their mental mathematics skills appropriately. Sometimes, the use of worksheets promotes too much repetition rather than building

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calculation skills. Trips and visits are used well to extend learning, for example in history when linked to the topic of the Celts.

Pupils and their parents are known individually by the staff. Any absence is followed up quickly and the proportion of pupils who are persistently absent is reducing. Good arrangements for children starting school in the Early Years Foundation Stage ensure that they settle quickly. Enhanced arrangements are in place to ensure that pupils who are less confident make a smooth transition to secondary school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher and staff are firmly committed to moving the school forward. Lesson monitoring and evaluation provide accurate information about strengths and weaknesses in teaching. However, this information is not drawn together alongside information about the pupils' progress on a regular enough basis to secure a strong challenge for improvement. This is the main reason why teaching has remained only satisfactory. While there is improvement in some areas of the school's work, gaps in performance between different groups remain and so provision to secure equal opportunities and tackle discrimination for all is satisfactory rather than good.

The governing body is well organised and a visible presence in the school. Governors have been influential in developing some aspects of the school's work, for example, through the 'travel action group' to improve arrangements for safe walking to school. Governors have promoted good links with parents and regularly seek their views. They are beginning to monitor the impact of policies, including that for community cohesion, and how well different groups of pupils are achieving. They recognise that the school has not yet done enough to deepen pupils' understanding about those from different cultures and backgrounds within the United Kingdom. Safeguarding duties are met effectively. Staff have been well trained in child protection and the school follows good practice in the recruitment of staff. The school site is well maintained and secure.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Significant development in the outside learning area has improved provision since the time of the previous inspection report. Children make good progress from different starting points and they are currently working close to average or above expectations by the end of Reception. The school has incorporated some innovative ideas, for example, hunting for mini-beasts in a large rotting tree trunk to promote the children's curiosity of the world about them. Children concentrate well in phonics sessions and are quickly growing in confidence in writing sentences. In their numeracy work, they sing songs to develop their number skills and can work out how many more are needed, for example to make 10. They enjoy finding different shapes in the outdoor learning area. Children's development is closely tracked through the 'learning journeys' and in records. These provide a detailed picture of their attainment and progress across the areas of learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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



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## **Views of parents and carers**

The responses to the questionnaire reflect a very positive relationship with most groups of parents and carers. A good number of questionnaires were received for the size of the school and about a third included comments. These nearly all indicate a high level of satisfaction with the school. Parents and carers value the family nature and friendly ethos of the school and many commented that their children are well cared for and happy. They comment for example, 'Every child is valued, encouraged and happy.'

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Trewidland 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 53 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	83	5	17	0	0	0	0
The school keeps my child safe	25	83	4	13	1	3	0	0
My school informs me about my child's progress	21	70	8	27	1	3	0	0
My child is making enough progress at this school	16	53	14	47	0	0	0	0
The teaching is good at this school	25	83	5	17	0	0	0	0
The school helps me to support my child's learning	16	53	13	43	1	3	0	0
The school helps my child to have a healthy lifestyle	22	73	8	27	0	0	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)	19	63	9	30	0	0	0	0
The school meets my child's particular needs	21	70	9	30	0	0	0	0
The school deals effectively with unacceptable behaviour	18	60	11	37	1	3	0	0
The school takes account of my suggestions and concerns	17	57	13	43	0	0	0	0
The school is led and managed effectively	22	73	7	23	0	0	0	0
Overall, I am happy with my child's experience at this school	21	70	9	30	0	0	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



17 March 2011

Dear Pupils

**Inspection of Trewidland Primary School, Liskeard PL14 4SJ**

Thank you for welcoming us to your school and for talking to us so confidently about your work. You were very polite and friendly. You go to a satisfactory school and you are rightly proud about how well the school looks after you. Here are some of the things we particularly liked about your school.

- You get on exceptionally well together and there is a distinctive family atmosphere.
- Those of you with special educational needs and/or disabilities make good progress because of the extra help that you get.
- Children in Reception get off to a good start.
- You are cared for well in school and have an excellent understanding of how to stay safe.
- You behave well and concentrate in lessons.
- You have a keen awareness of environmental issues.

To help you make even faster progress, I have asked your headteacher to make sure you always get work that is at just the right level and help in using your targets more often to assess your own work. I have also asked your headteacher to work more closely with your teachers to ensure that they can help you as much as possible with your learning. Finally, I have asked the staff to give you more opportunities to improve your understanding of people from different backgrounds and cultures across the United Kingdom.

You can help your teachers by always coming to school, unless you are unwell.

Yours sincerely

Peter Clifton

Lead inspector

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