

Treleigh Community Primary School

Inspection report

Unique Reference Number	111841
Local Authority	Cornwall
Inspection number	378373
Inspection dates	10–11 November 2011
Reporting inspector	Stephen Dennett

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	204
Appropriate authority	The governing body
Chair	Ian Thomas
Headteacher	Helen Collinge
Date of previous school inspection	16 January 2007
School address	Treleigh Redruth Cornwall TR16 4AY
Telephone number	01209 216600
Fax number	01209 314425
Email address	secretary@treleigh.cornwall.sch.uk

Age group	4–11
Inspection date(s)	10–11 November 2011
Inspection number	378373

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, observed seven teachers and held meetings with members of the governing body, staff and groups of pupils. Informal discussions were held with parents and carers before school. The inspectors observed the school's work, and looked at policies, pupils' books, safeguarding records and evidence of the monitoring of teaching and learning. They scrutinised questionnaires from 116 parents and carers, 105 from pupils and 27 from staff.

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

- Whether or not the most-able pupils at Key Stage 1 are making sufficient progress in numeracy.
- The extent of boys' attainment in writing throughout the school.
- How well pupils' reading skills are being promoted throughout the school.
- How well potentially vulnerable pupils are being supported and what effect this has on their personal development and progress in learning.

Information about the school

Treleigh is an average-sized primary school. Nearly all pupils come from a White British background with a tiny minority from other European nations. Very few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is slightly above average; the largest group having speech, language and communications needs. A very few pupils have complex physical disabilities. The number of pupils known to be eligible for free school meals is broadly average.

There is a pre-school nursery adjacent to the school building. This is not managed by the school's governing body and is subject to a separate inspection. The school holds Healthy School status, the International Schools Award and the Dyslexia Friendly Schools Quality Mark.

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

Treleigh is an outstanding school and it is led and managed extremely well. Staff, pupils, parents and carers unanimously agreed that these are notable strengths of the school. There has been a marked improvement since the last inspection as a result of this highly effective leadership, management and governance. Standards have continued to rise and the quality of teaching has improved, especially at Key Stage 2. Highly accurate self-evaluation is based on the sophisticated analysis of data and current targets are challenging. The school uses professional development exceptionally well to raise pupils' attainment by ensuring teaching is of the highest quality. This indicates that the school has an outstanding capacity for sustained improvement.

Outcomes for pupils are outstanding. This is because reading skills are promoted very well and attainment in reading is high throughout the school. The achievement of girls at the end of Key Stage 2 is outstanding. Nearly all pupils adopt healthy lifestyles and make a very significant positive contribution to the school and the wider community. Attainment in Key Stage 1, particularly in mathematics, although broadly average, is not as good as that in Key Stage 2. The number of pupils attaining the higher Level 3 at the end of Year 2 is still below what would be expected, although this is improving. The school is successfully closing the gap between boys' and girls' attainment with planned strategies for both key stages, but there is still some disparity in the quality of writing, with boys' writing being of a lower standard. All pupils make at least good progress as they move through the school, with girls making exceptional progress in Key Stage 2. Pupils with special educational needs and/or disabilities, including those with dyslexic tendencies, make good progress and benefit from additional support in lessons provided by staff and, on occasions, other pupils when working in small groups. The very few pupils who speak English as an additional language also make good progress. Effective use is made of the International Primary Curriculum to stimulate pupils' interest and engagement in learning. Other experiences, including sporting activities, music and extra-curricular clubs such as the ecology group, add considerably to pupils' enjoyment of school. Pupils also learn French, Spanish and Afrikaans as part of the enriched curriculum provided.

Pupils' behaviour is outstanding in lessons, assemblies and around the school, ensuring that all feel very safe and exceptionally well cared for. This was amply demonstrated in the Remembrance Day assembly when all pupils, including the youngest, sat completely still and silent for the act of remembrance; the air of

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

solemnity was palpable. Procedures for safeguarding are exemplary and put into practice very effectively. This reflects the excellent relationships between staff and pupils and the support provided by staff. Above-average levels of attendance reflect pupils' pride in their school and how much they enjoy their learning. All aspects of pupils' personal development, including their spiritual, moral, social and cultural development, are at least good, and most are outstanding, although pupils' knowledge of the multicultural nature of Britain is somewhat limited. Parents and carers, in their questionnaire responses, unanimously agree.

What does the school need to do to improve further?

- Raise attainment at Key Stage 1, particularly in mathematics, and increase the number of pupils attaining the higher Level 3 in this subject by:
 - ensuring work is sufficiently challenging
 - improving lesson planning so that it clearly identifies extension tasks for the most-able pupils.
- Improve boys' attainment in writing so that it matches the high attainment of girls by:
 - fully implementing the planned strategies to engage boys in writing across the curriculum
 - increasing the range of resources for reading and writing to engage boys' interests.

Outcomes for individuals and groups of pupils

1

Children's attainment on entry to the Reception class is low. Communication, language and literacy skills are particularly weak, as are their personal, social and emotional development. Boys' social skills are not as well developed as those of girls. They are, however, improving as a result of effective use of the outdoor area to engage them in vigorous and interesting collaborative tasks.

In all lessons, pupils listen attentively and are keen to answer questions. Their concentration is good and all work hard to complete tasks set for them. As a result, attainment at the end of Key Stage 2 is high in English and above average in mathematics, and most pupils make good progress. The quality of some of the writing seen in pupils' books is exceptional. Effective strategies such as using 'boy-friendly' books and themes, and the emphasis teachers are placing on writing in all subject areas, are having a positive effect on the attainment of all pupils. The gap in attainment between girls and boys is more pronounced in the Reception class and Key Stage 1. In addition, more-able pupils are not always challenged sufficiently in mathematics to attain the higher Level 3 and planning does not always identify extension work for the more-able. Pupils who are known to be eligible for free school meals and the potentially vulnerable pupils do well as the support and guidance they receive is excellent.

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

Pupils are invariably polite, and show kindness and consideration for others. Their exemplary behaviour is a key factor in how well they learn in lessons. All thoroughly enjoy school and this is reflected in their above-average attendance. Pupils take full advantage of the many opportunities offered to them by, for example, attending many of the clubs and sporting activities that the school organises. Reflecting the Healthy Schools award, most pupils have an excellent understanding of staying fit and healthy, and of how to keep themselves and others safe. They also develop an outstanding understanding of responsibility through their roles as play leaders, librarians and their duties on the school council. The school is an integral part of the local community and pupils enjoy community activities such as the Murdoch Day celebrations, their close links with the church and regular contact with the more senior members of the community, such as the Mayor of Redruth. Taking on additional responsibilities in school and the local community considerably extends their social development. Excellent attitudes to learning and competent skills when using computers ensure that pupils are well prepared for their future learning.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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	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	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching, particularly in Key Stage 2, is outstanding. Teachers and learning support assistants have high expectations of pupils and are fully committed to meeting the needs of every pupil. All pupils know their targets for learning and are keen to achieve them. Most are well aware of what they need to do to attain the next level in their work. The use of assessment information to inform pupils' next steps in learning is a major contributor to pupils' above-average attainment.

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

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

Strengths common to most lessons are the excellent rapport and relationships between staff and pupils, the highly effective support provided by teaching assistants in all classes, and tasks that are closely matched to the different abilities of pupils. All parents and carers are unanimous in stating that teaching is of high quality, and this is supported by the very positive comments made by pupils about their teachers. One pupil in Year 5 said, 'My teacher is brilliant. She really helps me understand what I need to do and never gives up on you.'

A creative curriculum is well established and effective use of the International Primary Curriculum is now beginning to engage boys effectively to write, particularly at Key Stage 2, with plans in place for work across the curriculum. The range of reading and writing resources to engage boys' interests is, however, not as extensive as it might be. The visual arts are prompted very well, with many exceptional examples of artwork being exhibited around the school. Music and the performing arts are also strengths. Information and communication technology is also used very effectively to enhance pupils' learning at all levels.

Pupils are very well cared for, guided and supported in a positive atmosphere that enables them to feel safe and become confident. Provision to help the few pupils who may be more vulnerable is excellent. A wide range of partners with specialist knowledge and expertise make a strong contribution, guiding and supporting staff and pupils. Their contribution ensures that pupils with special educational needs and/or disabilities, such as dyslexia, successfully overcome barriers to learning and achieve their true potential. This is reflected in the school's Quality Mark in this type of learning difficulty. Transition arrangements into school and between classes are outstanding, and ensure that pupils settle quickly and make friends. The excellent relationships the school has with Redruth Secondary School means that all pupils in Year 6 said they felt very well prepared for the next step in their education.

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

All staff work together as a highly effective team, ensuring that most pupils make at least good progress. Leaders and managers embed ambition and secure improvement highly effectively. Their drive and determination to eliminate any weaknesses relies on a very accurate assessment of their own and pupils' performance. The governing body is highly proactive, very well informed, and has an excellent view of the school's strengths and knows where improvements can be

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

made. It uses its wide range of expertise to challenge and support the school, playing its part in driving up standards.

The school promotes equality of opportunity effectively and the gaps in performance between different groups are closing. The curriculum is now better adapted to meet the needs of boys, although this has not yet resulted in improved performance in their writing. The governing body and school managers make excellent use of resources to ensure the school achieves outstanding value for money.

The school engages with parents and carers effectively; their views are regularly sought and acted upon. An improving flow of information between home and school is a recent example of how the staff listen and respond to parental concerns. The overwhelming response from parents and carers was, 'This is a fantastic school.' The school is seeking to increase parents' and carers' aspirations for their children by, for example, providing adult classes in the school in information and communication technology. Safeguarding is outstanding. All records and policies are kept very well, and staff and the governing body have up-to-date training. Much of what the school does to safeguard and protect its staff and pupils is exemplary. The school has established strong links with the local community and this has a positive effect on both the school and its wider context. The school has good links with schools internationally through the International Schools programme. This is having a positive effect on pupils' understanding of the wider world. However, pupils are not so well informed about the multicultural aspects of Britain.

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	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The Reception class is currently being led by an interim teacher pending the arrival

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

of a new substantive Early Years Foundation Stage leader in January. Children enter the Reception class with knowledge and skills that are well-below expectations for their age. Generally, girls are more advanced than boys in most aspects of learning and skills, except physical development. Boys’ social skills are significantly underdeveloped. The effective leadership and management of the Early Years Foundation Stage ensure that individual needs of boys and girls are accurately assessed and that activities successfully develop key skills for both groups. As a result, children make good progress in all areas of learning. The strong emphasis on learning phonics (the sounds that letters make) and developing numeracy skills ensures good progress in these aspects.

The close partnerships between home and school, and with the on-site private preschool, ensure that children are happy and confident about coming to school. The warm, friendly and caring staff add significantly to children’s sense of security and confidence. There are high expectations for behaviour, and the calm atmosphere for learning that these generate ensures class routines are soon established and children develop good attitudes towards learning. Resources are used imaginatively indoors and outside. Excellent use is made of the spacious outdoor area, with activities such as music making or water play. Boys particularly benefit from the stimulating and engaging activities, such as building a castle with rubber bricks. Children share resources sensibly and relationships with staff and other children are good. A strong feature was the way staff talked to children, valuing their achievements and giving encouragement and praise. In all activities indoors and out, there is a good balance between child-initiated and adult-led activities.

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

Just over three quarters of all parents and carers responded to the questionnaire, which is well-above the national average. They were overwhelmingly positive in their support for the school and how well it educates and looks after their children. Parents and carers commented particularly upon the high quality of leadership, outstanding teaching and the excellent care of pupils. This was summed up typically by a parent who commented, ‘This is a fantastic school with fantastic teachers.’ A very few parents and carers felt that they would like some more information about their children’s progress.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Treleigh 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 116 completed questionnaires by the end of the on-site inspection. In total, there are 204 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	80	69	34	29	1	1	0	0
The school keeps my child safe	87	75	28	24	1	1	0	0
The school informs me about my child’s progress	64	55	45	39	4	3	1	1
My child is making enough progress at this school	69	59	43	37	2	2	0	0
The teaching is good at this school	82	71	32	28	0	0	0	0
The school helps me to support my child’s learning	70	60	40	34	5	4	0	0
The school helps my child to have a healthy lifestyle	72	62	43	37	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)	78	67	33	28	2	2	0	0
The school meets my child’s particular needs	78	67	36	31	1	1	0	0
The school deals effectively with unacceptable behaviour	73	63	38	33	3	3	0	0
The school takes account of my suggestions and concerns	62	53	46	40	1	1	0	0
The school is led and managed effectively	89	77	25	22	0	0	0	0
Overall, I am happy with my child’s experience at this school	83	72	29	25	1	1	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.



12 November 2011

Dear Pupils

Inspection of Treleigh Primary School, Treleigh, Redruth TR16 4AY

The inspectors enjoyed their visit to your school. You go to an outstanding school. We can see why your parents and carers say that you set off to school with a smile on your faces! Your teachers and their helpers work hard to make school exciting and a happy place for everyone. All of you are to be congratulated on how well you behave in your lessons and around school. It was good to see how kind and thoughtful you are towards one another. It helps you to enjoy school and being with your friends.

You, your headteacher and all the staff are to be congratulated on the good progress you make as you move through the school, achieving high standards in English and above average standards in mathematics by the time you are in Year 6. We have asked your teachers to help the boys achieve better standards in writing by providing them with more resources and more opportunities for writing in different subjects. We also want your teachers to help those who are already good at numeracy in the infants' classes to do even better by making sure lessons always challenge them and by providing them with extra work to do.

The youngest of you do well in Reception and have many activities to enjoy in the classroom and outside. It was good to see how much you like building things with bricks in the outside area.

Inspectors could see how proud you are of your school. Your parents and carers are just as pleased about your school, judging from their comments when we met them and their responses in the questionnaires. We hope you all continue to enjoy school, and help it to improve still further by working just as hard in all your lessons. Finally, thank you so much for the lovely cards!

Yours sincerely

Stephen Dennett
Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**