

# Trewidland Primary School

Trewidland, Liskeard, Cornwall, PL14 4SJ

**Inspection dates** 16–17 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- This is a very welcoming and friendly community which values and treats all pupils equally.
- Trewidland has several exemplary features, such as pupils' behaviour and attitudes to learning and high quality care and safeguarding of pupils' welfare.
- Pupils achieve well in response to good teaching that typically provides learning tasks and support that are closely matched to pupils' differing needs and abilities.
- Teachers are particularly successful in extending pupils' speaking, listening and writing skills.
- Pupils commit themselves wholeheartedly to their work and really enjoy their time and do well at school.
- In keeping with the school's ethos of respecting one's-self and others, pupils help each other to learn and their spiritual, moral, social and cultural development is also very strong.
- Skilled teamwork between staff and close links with the community and other schools have sustained the school's good improvement since the last inspection.
- Leaders and managers, including governors, provide strong leadership and direction that continues to raise pupils' achievements.
- The headteacher and governors promote excellent links with parents that underpin the pupils' above average attendance and full participation in the good range of learning activities provided by the school.

### It is not yet an outstanding school because

- Despite good improvement, some pupils do not develop their basic number skills quickly enough.
- Lesson introductions sometimes continue for too long limiting the pupils' ability to find things out for themselves.
- Pupils' skills in checking their own work to bring improvement are not sufficiently developed as they move through the school.

## Information about this inspection

- The inspector visited nine lessons and was accompanied by the headteacher during five of these observations.
- The inspector observed morning playtime and lunch breaks and also attended two assemblies.
- Meetings were held with members of the school council and many other pupils were spoken to during lessons and breaktimes. The inspector met with governors and had a telephone conversation with a representative of the local authority. The inspector also spoke informally with a number of parents as they brought their children to school.
- The inspector held meetings with school staff, including senior leaders.
- The inspector also took account of 21 parents' responses to the on-line questionnaire (Parent View) in planning and undertaking the inspection.
- The inspector observed the school's work, and looked at a number of documents, including the school's own data of pupils' progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

## Inspection team

Alex Baxter, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is below average in size.
- All pupils attending the school are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action is above the national average. The proportion supported by school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding for children in local authority care and those known to be eligible for free school meals) is below average.
- The proportion of pupils joining or leaving the school at other than the normal times is above average.
- The Early Years Foundation Stage is comprised of one mixed-aged Reception and Years 1 and 2 class. Other pupils are taught in separate Years 3 and 4 and 5 and 6 classes each morning and in one combined Years 3 to 6 class during the afternoon sessions.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.
- The school is a Foundation school and a member of the Liskeard Community Learning Trust, which at present comprises four local schools. The school retains its own governing body.
- At the beginning of this spring term the headteacher of Trewidland Primary School took up the position as acting part-time executive headteacher of Quethiock Church of England Voluntary Aided Primary School, sharing his duties equally across both schools.

### What does the school need to do to improve further?

- Move the quality of teaching and learning from good to outstanding by:
  - making sure that lesson introductions are more succinct so that pupils have more time and opportunity to investigate and find things out for themselves
  - consistently developing the pupils' ability to check the quality of their own work and bring improvement for themselves as they move through the school.
- Extend the number skills and quicken the progress of the minority of pupils who find mathematics difficult by focusing more specifically on embedding pupils' knowledge of basic multiplication facts.

## Inspection judgements

### The achievement of pupils is good

- Children's skills on entry usually match those expected for their age, but this varies from year to year and the range of abilities within the very small year groups across the school is often wide. Staff are committed to providing equal opportunity and ensure that all pupils derive equal benefit from a significant amount of individual attention. As a result, pupils rapidly develop self-confidence and very positive attitudes to learning.
- Children make a good start and do well in Reception and Years 1 and 2. Pupils develop self-confidence and throw themselves wholeheartedly into their learning. They continue to make good progress reaching levels of attainment that mostly match those expected by the time they move into Year 3.
- Pupils continue their good progress through Years 3 to 5. Often progress quickens in Year 6 as pupils are encouraged and are more able to think about and apply their learning skills in a more mature way. For example, more able pupils showed a very good understanding of negative numbers during a mathematics lesson in Year 6.
- In groups, pupils really enjoy listening to stories and learn well about the sounds that letters make and then move on to reading and discussing books with an adult and each other. Additionally, pupils continue to read frequently on an individual basis to an adult at school, and often at home, to sustain good progress. As a result, attainment in reading is above average by the end of Year 6.
- National and school assessments and pupils' responses in lessons show that pupils, including those who are disabled or have special educational needs and those who have entered later than the usual time from other schools, achieve well. This is reflected in the pupils' above average speaking, listening and writing and mathematics skills by the time they leave the school.
- Pupils supported through pupil premium funding achieve well in response to effective additional adult support that focuses on literacy and numeracy skills. Consequently, the average points in progress they make now mostly at least matches the average points progress of non-free school meals pupils, showing very positive narrowing of the achievement gap.

### The quality of teaching is good

- Teaching is typically good. The sharpness of the teachers' questioning and the very encouraging way teachers build on pupils' responses to develop new learning are particularly strong features. For example, in the Years 5 and 6 class, the teacher questioned pupils carefully to develop their understanding of how to use conjunctions and pronouns and this enabled them to write more informative sentences.
- In all classes, teachers and other adults skilfully manage pupils' behaviour and promote very supportive relationships extremely well and these underpin pupils' enthusiasm for learning. For example, younger children hopped happily in turn along a number pathway, accurately naming the numbers they landed on or missed, as they went along.
- On occasion, teachers work through too many examples during introductions to lessons. This means that those pupils who already understand what to do are not able to get on and learn more quickly at their own level and have less time to show and develop more initiative in their learning.
- All teachers plan lessons carefully and make sure that when pupils move into their various groups or individual tasks they are challenged at the right level by stimulating and relevant learning activities. This was especially the case, for example, during 'Target Time' in the Years 3 and 4 class, as pupils enthusiastically followed number and spelling programs using note book computers, continued handwriting and comprehension tasks or read as a group with the teacher.
- Teachers develop pupils' problem-solving skills in mathematics effectively. For example, during

role play in Years 1 and 2, pupils 'sat on the bus' and carefully worked out how many people were getting on and off at different stages of the journey. However, sometimes the ability of some pupils to solve problems is reduced by weakness in recalling number facts.

- Teachers use discussion effectively to keep pupils interested, to check their progress and make sure they know what to do next to improve. This approach also ensures that disabled pupils and those who have special educational needs, and others new to the school are equally and effectively supported. Teachers often extend pupils' writing skills very effectively by involving pupils in using checklists of key points to judge the quality of their work. However, this is not the case in all subjects limiting pupils' ability to check and improve work for themselves.
- Teachers provide good opportunities for the pupils to develop literacy and numeracy skills in other subjects, for example studying how light travels in science and writing about evacuees during the Second World War in history. Such topics, communications with other schools, and gardening and other practical learning activities also promote the pupils' spiritual, moral, social and cultural development very supportively.

### **The behaviour and safety of pupils** are outstanding

- Pupils' behaviour throughout the inspection was exemplary. School records and discussions with parents, staff, governors and pupils show that behaviour continues to be a strength.
- Staff and pupils share excellent relationships that support pupils' strong attitudes and enjoyment in learning. Pupils work very hard and the way they so willingly share ideas and help each other significantly promotes their good achievement. During 'Wake and Shake' physical activity, for example, older pupils readily help younger pupils in following routines.
- Pupils have a good understanding of the nature of all forms of bullying and understand that words can hurt as much as physical acts. They say that there is no bullying in the school, 'only occasional silly behaviour,' that is dealt with very swiftly by staff. School records show that there have been no exclusions for over two years. Consequently, pupils also say that they feel very safe at school, 'because all adults at the school get along together and are kind and friendly towards us'.
- Pupils work well when working independently using laptop and notebook computers, but they do not always have enough opportunities to take their self-enquiry skills to a higher level.
- Pupils on the school council and others when acting as monitors fulfil their responsibilities diligently. Pupils also make very good contributions to the life of the school by raising funds for Children in Need on 'Pyjama Day' and as 'Secret Santa' making bracelets for each other.
- Pupils come to school eagerly each day knowing that teachers and their parents are on very good terms and that their contributions will be appreciated and valued. The pupils' confidence in coming to school has also brought year-on-year improvement in attendance in recent years bringing it to an above average level.

### **The leadership and management** are good

- The headteacher, well supported by governors and staff, promotes a clear vision for the development of the school. They work strongly as a team to sustain high-quality care, which helps pupils to feel very safe and greatly enjoy school.
- Governors and staff also promote very effective links with parents, which help to secure the pupils' very positive attitudes to learning and above-average attendance.
- The headteacher has introduced effective ways of measuring pupils' progress and checking the quality of teaching. These have led to strong improvements in teaching and pupils' achievement that show the school's secure capacity to improve further. A focus on clear priorities for development, such as lifting pupils' writing skills, has been particularly successful.
- Leaders and managers safeguard pupils' welfare very effectively and manage finances well to

provide good quality learning experiences well matched to all pupils in the range of different subjects across the school. Additional funds such as the pupil premium are also used effectively to include pupils in these activities and to boost literacy and numeracy skills.

- Senior staff strongly promote the pupils' spiritual, moral, social and cultural development through a wide variety of stimulating experiences, including assembly themes such as 'Grace', and in Reception where children enjoy a wealth of outdoor activities. Staff also show diligence in treating pupils equally to eliminate discrimination and to ensure that all pupils, including disabled pupils and those with special educational needs, achieve well.
  - The local authority has contributed well in helping to check and improve teaching and now provides 'light-touch' and 'bought-in' support.
  - **The governance of the school:**
    - The governing body sustains a good breadth of expertise through careful appointments and regular training. Governors are clear about their responsibilities and make sure that staff and pupils are safe. Governors frequently visit the school to see learning at first hand. They examine data of pupils' progress and know how to compare it with similar schools. The governing body also considers the headteacher's detailed reports and questions him carefully. It makes sure that better pay and promotion of staff are closely related to performance in the classroom and is well aware of where teaching is in need of additional support. By these means governors have a good knowledge of the quality of teaching and hold the headteacher to account. Governors ensure efficient financial management and check that funds for pupils in receipt of the pupil premium are used effectively to provide the quality of additional adult support that helps them to achieve as well as other pupils. The governing body securely plans the strategic development of the school. For example, in partnership with other schools, and by enabling the headteacher to take responsibility for leading another school, governors seek to extend leadership and teaching expertise and widen pupils' learning activities.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	111958
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	405365

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

<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>	43
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Charles Boney
<b>Headteacher</b>	Vyvyan Lovell
<b>Date of previous school inspection</b>	15–16 March 2011
<b>Telephone number</b>	01503240275
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