

Treloweth Community Primary School

Higher Broadlane, Redruth, Cornwall, TR15 3JL

Inspection dates 30–31 January 2013

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

Summary of key findings for parents and pupils

This is a good school.

- As a result of outstanding leadership by the headteacher, who is well supported by the team of senior teachers and the governors, pupils' achievement has improved rapidly since the previous inspection.
- The standard of pupils' work seen by the end of Year 6, low at the time of the previous inspection, is now similar to the national average in writing and mathematics, and slightly above average in reading.
- The action taken to improve teaching through robust monitoring has been very effective; teaching is consistently good now and some is outstanding.
- The individual learning and pastoral needs of all the pupils are met very well. The high quality of care shown to the pupils and their families is a real strength of the school.
- All groups of pupils, including those eligible for the pupil premium, achieve well because of the school's inclusive nature and the good support programmes for those who need extra help.
- Behaviour is good; pupils are polite and well mannered. They say they feel safe in school and bullying is rare; parents agree.
- A particular strength of the school is that every opportunity is taken to promote pupils' spiritual, moral, social and cultural development based on the school's strong emphasis on mutual respect.
- Staff morale is high and they are united in the continuing drive for improvement, the pupils are also very involved and want to see 'everything keeps getting better and better'.

It is not yet an outstanding school because

- Teaching is not outstanding. In some lessons the teachers provide too much direction so the pupils have too few opportunities to work independently and think more for themselves.
- There are not enough opportunities for pupils to practise and develop their literacy and numeracy skills in other areas of the curriculum.

Information about this inspection

- Inspectors observed 27 lessons.
- Meetings were held with pupils from Years 5 and 6, members of the governing body and the senior management team, middle leaders and members of the pastoral team. A discussion was held with a representative of the local authority.
- Inspectors heard children read and also observed morning playtime and lunch breaks, and also attended an assembly.
- A visit was made to the breakfast club run by the school.
- Pupils' work was scrutinised, including the 'learning journey' records of the youngest children. Displays around the school were also examined.
- Note was taken of the 53 responses to the staff questionnaire, the 39 responses made to the on-line questionnaire (Parent View), the response to the school's own survey of parents' views and one letter from a parent. An inspector met some parents informally at the start of each day.
- A range of documents was looked at, including the school's data on pupils' progress, planning, school self-evaluation and monitoring and records relating to behaviour, attendance and safeguarding.

Inspection team

Anne Wesley, Lead inspector

Additional Inspector

George Long

Additional Inspector

Terry Payne

Additional Inspector

Full report

Information about this school

- The school is a larger-than-average-sized primary school.
- It has 14 single age classes, which include two Reception classes for children in the Early Years Foundation Stage.
- Most pupils are of White British heritage and there is a small, but increasing, number of children from ethnic minority backgrounds, some of whom enter the school speaking English as an additional language.
- An above average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of pupils supported at school action and school action plus is well above average. The proportion of pupils with a statement of special educational needs is also well above average.
- A breakfast club, which is managed by the governing body, is available.
- Since the beginning of 2013 the school has been part of the Crofty Co-operative Trust made up of six local schools.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.
- The school does not make use of alternative provision for any of its pupils.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - challenging all pupils to take more responsibility for their learning by extending their thinking and working more independently as they move through the school
 - providing more opportunities for pupils to develop their literacy and numeracy skills in subjects other than English and mathematics
 - concentrating on pupils' handwriting to improve the presentation of their work.

Inspection judgements

The achievement of pupils is good

- Children enter school with skills and knowledge much lower than is typically seen for their age. Their early language skills are especially low, particularly the boys. During their first year at school they make good progress, particularly in speaking and listening.
- Teaching phonics (the link between letters and sounds) has a high priority; as a result, pupils can sound out new words with confidence. In the first national phonic screening check for six-year-olds the results were above the national average.
- Teachers continually check that pupils read regularly at home. As a result, good progress in reading continues throughout the school. The pupils' positive enthusiasm for reading is evident in all classes.
- In response to teachers' high expectations, all groups of pupils make good progress in Key Stage 1 from their different starting points in both literacy and numeracy.
- Progress in Key Stage 2 accelerates so that, by the end of Year 6, pupils are reaching and in many cases exceeding national expectations. This good achievement reflects a sustained improvement in both pupils' attainment and progress since the previous inspection.
- The pupils show a great enthusiasm for writing and there are many examples of well written and exciting stories. The topic of exploring Victorian houses produced some good descriptive writing.
- In mathematics, pupils use their sound knowledge of calculations and tables to solve problems confidently. Those capable of more demanding work are given every opportunity to work towards and achieve the higher levels in tests at the end of Year 6.
- Differences in achievement between different groups of pupils are much smaller than at the time of the previous inspection. Boys still do less well than girls in reading and writing, but are making good progress and the gap is closing. In mathematics, the gap is much smaller. Pupils from minority ethnic backgrounds and those learning to speak English as an additional language make good progress.
- The teachers' thorough scrutiny of pupils' individual records during pupil progress meetings ensures that additional help is targeted to those who need it most. Pupils with special educational needs are making faster progress than they have in the past and their progress is as good as others in the school.
- The good progress of pupils supported by pupil premium funding demonstrates the positive impact of this support. In tests at the end of Year 6 in 2012, these pupils achieved almost identical average point scores in reading and writing compared to other pupils in the school. In mathematics they scored one point higher. Governors also help to check that pupil premium funding is used effectively to promote pupils' progress.

The quality of teaching is good

- The quality of teaching is good, with some that is outstanding. Discussions with pupils and a scrutiny of the work in their books show that teaching has been typically good over time.
- Pupils engage well with their lessons and the good pace of the teaching ensures high levels of interest and engagement. Pupils respond very well to the challenges set for them by adults. For example, in Reception, children enjoyed making bridges for the knight to cross the water and were able to explain which materials made the best bridges and why.
- Pupils have their own targets in numeracy and literacy and so have a clear idea of what they have to do next to improve their work. This is usually reinforced in their exercise books where the teachers' excellent marking shows them exactly how they could improve their work. Pupils are given good opportunities to act on this advice.
- Pupils often look carefully at their own and each other's work to evaluate its strengths and think about how it could be improved. This approach has helped raise the standard of writing, but it is

less successful when pupil's handwriting is difficult to read.”

- Assessment has been improved since the previous inspection; there is a close match between the work set and the individual pupils' needs. In the introductions of lessons quite often different groups will have a separate introduction tailor made to their specific needs. However, they do not often have the opportunity to work more independently so that they can pursue their own interests and extend their thinking by doing their own research.
- Some of the best writing comes when teachers make good links across the curriculum; this was seen at its very best in Year 4 when writing about life in Tudor times. However, the development of the pupils' literacy and numeracy skills across the wider curriculum is not a consistently strong feature in all classes.
- Pupils with special educational needs are taught well and benefit from good additional support from well-trained, capable teaching assistants. Some of the funding for this is through the targeted use of pupil premium funding. The school checks up carefully to make sure that the extra help is improving the progress of these pupils.

The behaviour and safety of pupils are good

- There is a very welcoming atmosphere throughout the school. Pupils are polite, courteous and get on well with each other and adults. They enjoy school and are keen to learn. They are expected to behave well and the large majority do.
- Parents, carers, teachers, governors and professionals working with the school say that behaviour has improved since the previous inspection. There is a consistent approach to managing behaviour throughout the school with a positive reward system, based on 'golden time', which is appreciated by the pupils.
- Teachers and teaching assistants establish good relationships with their classes and manage pupils' behaviour very effectively. As a result, pupils are happy to contribute to lessons and listen well to each other. However, a few pupils contribute less and are content to let others take the lead.
- Pupils are aware of the different forms bullying can take, and pupils, parents, carers and staff agree that bullying is very rare. Playtime is a pleasant social occasion enjoyed by the pupils who play well together.
- Pupils understand potentially harmful situations, including the misuse of the internet and mobile phones. They would know how to act if something seemed dangerous and are secure in the knowledge that help is on hand should they need it. They feel safe.
- Spiritual, moral, social and cultural development in the school is extremely good. During the week of the inspection pupils were being encouraged to be 'resilient'. It began with a particularly good assembly and was reinforced many times in different classes. Pupils could talk about other characteristics, for example 'being resourceful', which they say helps them to be 'better learners and help each other'.
- Pupils joining the school are supported well and quickly integrate and make friends, a parent of a pupil new to the school emphasised this. 'They didn't just make my daughter welcome, they made me welcome too.'
- The pupils' improved attendance reflects their increased enjoyment of school and the good partnership with parents. The strengthened partnership with parents and carers, through the very effective work of the school's pastoral team, has considerably reduced the amount of persistent absence.

The leadership and management are outstanding

- The headteacher and leaders at all levels, including the governors, have a fierce ambition for improvement and consistently set high expectations for pupils' achievement and the quality of

teaching; consequently, the school has been on a rapid and very successful journey of improvement since the previous inspection.

- The school knows its strengths and weaknesses well through very systematic and rigorous checking of pupils' progress and the quality of teaching by the school leaders. The headteacher has a very clear picture of what must be done next.
 - Very effective performance management provides support, constructive criticism and appropriate training for the teachers' work in the classroom. Actions to bring about improvement are always followed through to see if they are successful. As a result, the quality of teaching is now consistently good, with an increasing proportion that is outstanding.
 - The school provides very high quality care and guidance resulting in most pupils' highly positive attitudes towards school and learning, underpinning their rapidly improving achievement. The breakfast club is well run and ensures that pupils have a good start to the day. The special 'brainy breakfasts' organised during the week of national assessments for Key Stage 2 reflect the good quality of care provided.
 - Teachers work extremely well with parents and carers. Discrimination of any kind is not tolerated in the school. The staff treat all pupils equally, including those with special educational needs. The pastoral team works especially well with a small group of parents who find contact with school difficult. The family learning groups are increasingly well supported.
 - Shortly before the previous inspection the school was involved with the local authority in a programme of intensive support; gradually this support was reduced because of the success of the school's own improvement plan. Currently, the local authority provides light touch leadership support if requested.
 - Pupils' learning is enriched by a wide-ranging and interesting curriculum. The curriculum is enhanced by residential trips, visits to places linked to their lessons and visitors, all widening the pupils' view of the world.
 - **The governance of the school:**
 - The governors are fully supportive of the school, but also consistently challenge its performance. The school's robust system of checking pupils' progress is fully shared with governors. For example, the governors are well aware of the initiatives taken by the school to reduce the differences in performance between girls and boys and they check regularly to see if the gap continues to narrow. They are equally involved with checking the quality of teaching and question senior staff closely to ensure continuing improvement. The governors play an extremely effective role in making staff appointments and promoting staff within the school, and are well aware of how salary decisions are linked to teachers' performance. Governors take part in many training courses to ensure they are fully up to date with all their areas of responsibility and they have a particularly good induction programme for new governors. The governors lead the decisions about the use of pupil premium and check that the additional funding has a positive impact on pupils' progress. The governors ensure that their statutory obligations are fully met.
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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

Unique reference number	111853
Local authority	Cornwall
Inspection number	401207
Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	380
Appropriate authority	The governing body
Chair	Kerrie Monk
Headteacher	Karen Brokenshire
Date of previous school inspection	16–17 June 2010
Telephone number	01209 216192
Fax number	01209 216192
Email address	head@treloweth.cornwall.sch.uk

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