

Trevisker Community Primary School

Warwick Crescent, St Eval, Wadebridge, Cornwall, PL27 7UD

Inspection dates 18–19 April 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Children enter Reception with skills that are around the level expected for their age, or a little below. As they move through the school, they make good progress and by the time they move on to secondary school, they show good progress from their individual starting points.
- Teachers have high expectations and now have much more detailed information on the progress of every individual. Consequently, they are now better able to support every pupil to make good progress.
- Pupils with a range of additional needs are able to make good progress because of the good quality of provision for disabled pupils and those who have special needs.
- Outstanding behaviour helps to make this a very happy place where positive relationships support very effective learning and social skills.
- The headteacher has a clear vision for a successful school and has the full backing of all her staff, who are determined to do their best for their pupils.
- Effective monitoring of all aspects of the work of the school by the headteacher and governors supports very effective teaching and learning which is leading to the school's continuing improvement.

It is not yet an outstanding school because

- Not enough teaching is outstanding. Insufficient use is made of the outcomes of pupils' assessments of their own progress.
- There is some inconsistency in how well different teams of teachers and support staff plan and monitor the quality of teaching and its outcomes.
- There are limited opportunities for staff to observe outstanding practice within and beyond the school.

Information about this inspection

- The inspector observed seven lessons, including undertaking joint observations with the headteacher. All of the five teachers in the school who were present during the inspection were observed.
- A formal meeting was held with pupils but conversations were also held with pupils in lessons and throughout the school day. Samples of their work were looked at in detail and some were heard reading.
- Meetings were held with the headteacher, key subject leaders and representatives, including the Chair, of the governing body. A telephone discussion was held with a representative of the local authority. The views of staff were gathered from their questionnaires and from discussions.
- A total of 14 responses to the on-line Parent View questionnaire and the school's own questionnaire returns were taken into account in ascertaining the views of parents and carers. The inspector met some parents who came into school for the weekly celebration assembly.
- The inspector looked at a range of documents, including those containing details of pupils' progress, planning for teaching and learning, the school's self-assessment and development planning, and key policies and procedures, including those for keeping pupils safe.

Inspection team

Martyn Groucutt, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is well below the average size for a primary school.
- The proportion of pupils known to be eligible for free school meals is below average but has shown an upward trend in recent times.
- The proportion of pupils who qualify for the pupil premium, which is additional government money for pupils known to be eligible for free school meals, who are in the care of the local authority or who are from armed services families, is above average, in large part because of families from local military installations. However, since the last inspection, there has been a sharp decline in the number of pupils who have parents in the armed services.
- The proportion of disabled pupils and those with special educational needs supported through school action is well below average, while the proportion supported through school action plus or by a statement of special educational needs is below average.
- A high proportion of pupils are from White British backgrounds, and no pupils are at an early stage of learning English.
- The school meets the current government floor standards, which reflect the minimum acceptable standards of attainment in English and mathematics.
- A new headteacher was appointed to the school in September 2012.

What does the school need to do to improve further?

- Improve the quality of teaching and achievement to outstanding by:
 - teachers making better use of pupils' self-assessment in order to accelerate progress
 - teachers recording more quickly when a pupil goes up a level in English and/or mathematics
 - ensuring that each team of teachers and support staff is equally effective in planning and monitoring the outcomes of teaching.
 - enabling staff to observe best practice within the school and at other schools in the local Newquay learning partnership in order to maximise their own skills.

Inspection judgements

The achievement of pupils is good

- Standards are rising rapidly and many pupils are making progress at a faster rate than that found nationally.
- Increasing numbers are entering Reception with skills that are around or a little below those generally found, lower than was the case at the time of the last inspection.
- Good teaching during the Reception Year enables children to make good progress in all areas, including their social skills, and developing a readiness for more formal learning when they enter Year 1.
- In Years 1 and 2, pupils achieve well, often reaching standards above those found nationally, especially in reading. This has been a traditional strength of the school and from Reception there is a focus on developing a solid understanding of letters and the sounds that they make (phonics). A love of reading is promoted, supporting good standards across all areas of learning.
- By the end of Year 6, all groups of pupils demonstrate good progress from starting points in English, communication and mathematics which prepares them well for the next stage in their education.
- The attainment of disabled pupils and those with special educational needs is good because their individual needs are understood and addressed. Effective support leads to good progress. The school no longer withdraws pupils for small group work, and resources now target individual support within the classroom. This is leading to better progress, while the focus on meeting individual needs promotes equality of opportunity and tackles discrimination.
- Pupils who attract the pupil premium, currently those known to be eligible for free school meals, together with the now much smaller number of pupils from service families, benefit from effective targeting of this money. Much of it is spent on additional resources and additional staffing. As a consequence, as a group they outperform the rest of the pupils in mathematics, while they are only a little behind in reading and writing, generally not more than half a term. This reflects an effective narrowing of the gap in attainment.
- Teachers record pupils' progress termly. Since the last inspection, detailed information on individual progress has increased so every individual is better challenged to do their best.
- A notable feature of assessment is the detailed way in which pupils assess their own work. By Year 6, marking is often a dialogue between pupil and teacher. However, the school does not yet make the most of this information alongside its own more 'formal' assessment of progress and achievement.

The quality of teaching is good

- Teaching is consistently good in all areas, including English and mathematics, and some is outstanding. There is a clear focus on promoting learning and raising achievement.
- Work is underway in creating effective 'learning teams' in each year group. It promotes teachers and teaching assistants working together, sharing planning, assessment and support for individual pupils. However, at present, not all teams have the time and resources to undertake these tasks equally effectively.
- Classrooms and corridors feature high quality displays that stimulate learning and showcase pupils' work well. This supports positive learning experiences, which are also promoted through teachers' skilled use of questioning. This promotes strong engagement in the topics being studied and an enjoyment of learning throughout the school.
- Teachers have high expectations and use the information they gather on pupils' progress very effectively. Each one is tracked carefully and detailed spreadsheets create a clear picture of individual needs and progress. Action is taken to address areas of weakness or slow progress because the system highlights them effectively.

- Throughout the school, pupils have clear targets and, as they get older, they develop a greater awareness of what this means, how targets are met and how they relate to the levels of study in the National Curriculum. As data collection becomes more refined, the school is looking to develop ways in which current levels of work in English and mathematics can be logged as soon as mastery of the previous level is shown. School leaders believe this will move learning forward even more quickly than is currently the case.
- The move to providing in-class support for those pupils with additional needs is supporting better progress. It is also a major way in which the pupil premium funding is used and is effective in helping these pupils to make good progress in English and mathematics alongside their classmates.
- The effective marking policy is adhered to in every class. It ensures that there is advice on how work could be improved and time for this to be done. Throughout the school, pupils enjoy opportunities to assess the quality of their own work. This is a prominent and effective part of learning that pupils enjoy.

The behaviour and safety of pupils are outstanding

- In lessons and throughout the school, pupils' behaviour is exemplary and no time is lost as a result of indiscipline. Pupils, parents and staff are all very positive about the attitudes of pupils and in part this is because they mirror the high expectations and standards set by staff.
- The school promotes good relationships and pupils can often be seen helping and supporting each other. They are rightly proud of their school and this is reflected in their excellent conduct, manners and punctuality. It makes the school a happy place where pupils enjoy being and learning.
- Some pupils join the school with very challenging behaviour. However, carefully devised and well-implemented behaviour plans help these pupils to address and overcome their difficulties, enabling them to make good progress.
- Pupils are well aware of the differing kinds of bullying, while insisting that it is not a problem. Pupils say that on occasions there are petty arguments and disagreements between pupils but they are always dealt with so that they do not escalate. They say that such issues are dealt with effectively by staff and they are happy to confide in adults because they know they will be taken seriously.
- The dangers of the misuse of the internet and social networking sites are fully explained during lessons. Pupils understand and show a maturity in their approach to the positive use of internet technology.
- Pupils and their parents believe rightly that the school is an extremely safe place where pupils can learn, develop social skills and gain positive insights into how people get on well together in harmony and cooperation.
- The school has worked hard to raise attendance, which is now higher than at the time of the last inspection. It is currently above average and there is no persistent absence.

The leadership and management are good

- The headteacher successfully demonstrates high ambition for the school, which harnesses the commitment and support of staff. Their questionnaire returns show very strong support, as do those of parents. Although she has only been at the school during this school year, the headteacher has already introduced changes that are producing demonstrable improvements in standards that were historically good.
- Teachers responsible for the key subjects of English, mathematics and science promote high standards in their areas. They monitor classrooms and plan effectively and, where necessary, lead in-service training for staff to support the rising standards. Teachers are held to

account but also provided with good quality professional development.

- Currently, there are limited opportunities for staff to observe outstanding practice within and beyond the school. The school is seeking opportunities to rectify this, including through the local Newquay learning partnership.
- All staff have clear and ambitious targets to achieve. These are based on the effective self-evaluation of the needs of the school as well as supporting individual professional development. There is a good match between how well staff are financially rewarded and how well pupils achieve.
- There are widespread opportunities to promote the spiritual, moral, social and cultural life of the school. This is well illustrated in the flourishing music, arts and performance that are prominent aspects of school life.
- The topic based curriculum has recently been enhanced with an increased focus on writing , which pupils say is engaging and stimulating. Care is taken to ensure that disabled pupils and those with special educational needs, and those who attract the pupil premium, have full access to learning and are able to make effective progress.
- Safeguarding arrangements are effective, as are those for ensuring equality of opportunity through the clear focus on meeting the needs of each individual.
- The local authority rightly identifies this as a school needing only light-touch support but, when needed, it is effective.
- The clear and effective commitment to continuous improvement leads to a strong capacity to sustain improvement in the future.
- **The governance of the school:**
 - The governing body contains a range of expertise that enables it carry out its responsibilities effectively, while also benefitting from good local authority support. Governors work closely with school leaders to monitor the quality of teaching and learning, and individual governors take responsibility for monitoring specific areas such as safeguarding or provision for pupils with additional needs. They understand the links between the performance of teachers and their pay, and set challenging targets for the headteacher. They have a good understanding of the school's achievement and how this compares with the performance of other schools. The financial situation is monitored carefully, including careful monitoring of the funding from the pupil premium.

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	111923
Local authority	Cornwall
Inspection number	412282

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	137
Appropriate authority	The governing body
Chair	Victoria Proctor
Headteacher	Kaye Pitcher
Date of previous school inspection	4–5 February 2010
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