

# Troon Community Primary School

New Road, Camborne, TR14 9ED

## Inspection dates

5–6 November 2013

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

## Summary of key findings for parents and pupils

### This school requires improvement. It is not good because:

- Although increasing proportions of pupils reach above average standards in reading and writing, too few reach the higher levels in mathematics. This means that pupils of higher ability could be doing better.
- Until recently progress was not as good in mathematics as that in reading and writing. As a result attainment in mathematics is not as high as other subjects particularly at Key Stage 2.
- Standards of attainment in grammar, punctuation and spelling are not yet high enough.
- Teachers do not always plan activities to extend pupils' thinking, especially in mathematics.
- In some lessons teachers do not make clear to pupils the exact steps they need to take to be successful and this slows their progress.
- Occasionally teachers do not give pupils enough time to develop their learning for themselves, especially in mathematics.
- Until recently improvement plans in mathematics did not focus sharply enough on how to improve the quality of teaching.
- Timescales and targets for improvement are not precise enough for school leaders, including governors, to judge the success of plans during the year.

### The school has the following strengths:

- The headteacher takes a strong lead in driving change and has taken decisive steps to tackle weaker teaching.
- The provision in the Early Years Foundation Stage is extremely well organised so that children develop their speaking and listening skills quickly.
- Reading is taught thoroughly and most pupils are making good progress so that attainment is rising quickly.
- All teachers manage behaviour well. Consequently pupils have positive attitudes to their learning and behave considerately around the school.
- The curriculum provides pupils with exciting and enriching experiences with good links across subjects to help reinforce the learning in reading, writing and mathematics.

## Information about this inspection

- The inspector observed eight lessons, two of which were joint observations with the headteacher. In addition, she made a number of short visits to lessons and the playground.
- Meetings were held with pupils, a group of governors including the Chair of the Governing Body, and the school's senior leaders. Also, the inspector spoke with a representative of the local authority.
- The inspector took account of the 24 responses to the online questionnaire (Parent View) as well as consulting informally with parents and carers before the school day.
- She observed the school's work, looked at a range of documents including the school's improvement plans, information on pupils' current progress, planning and monitoring files, minutes of the governing body meetings and records relating to special educational needs, behaviour, attendance and safeguarding.
- The inspector heard pupils read, talked to them in lessons and evaluated samples of their work.

## Inspection team

Sandra Woodman, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average size primary school.
- Almost all pupils come from a White British background.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding for pupils known to be eligible for free school meals, children in local authority care and children with a parent or carer in the armed forces, is above the national average. Currently there are very few children with a parent or carer in the armed forces and very few children in local authority care.
- The proportion of pupils with special educational needs supported at school action is above the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The school is part of an informal partnership with four other local primary schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Strengthen the teaching so that all pupils make good progress, especially in mathematics by:
  - increasing the level of challenge, especially for the more able, so more pupils reach the higher levels
  - giving pupils the precise steps to be successful in lessons so that they can judge for themselves how well they are doing
  - providing more opportunities for pupils to think for themselves and work at a faster rate during independent activities.
- Improve the effectiveness of the school's leaders by:
  - sharpening improvement plans so that they have more specific targets and tighter timescales for completion in order that they can be monitored more closely during the year
  - ensuring that improvement plans focus more precisely on how to improve the quality of teaching in mathematics and are evaluated in those terms.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because the progress that pupils make across the school is uneven and varies between subjects and groups of pupils. Progress in mathematics across Key Stage 2 has not been fast enough and attainment has remained below average.
- In 2013 the attainment of Year 6 pupils rose in reading and writing to just above the national average and progress rates were higher than expected. In mathematics too few pupils made good progress from their starting points, particularly the more able. However improvements to the quality of teaching are showing impact with better rates of progress in other year groups.
- Results in the Year 6 grammar, punctuation and spelling test in 2013 were well below average and attainment in spelling has been identified as a weakness. Plans to address this have been put in place and already there is a noticeable improvement in standards.
- Closer tracking of progress is ensuring that any underachievement is identified and addressed more promptly. Increasingly teachers plan activities that focus on closing gaps in pupils' learning. However more-able pupils are not always stretched to the full by the learning tasks and could achieve more, especially in mathematics.
- Disabled pupils and those with special educational needs generally make progress in line with their classmates because the work is planned carefully to meet their needs.
- Compared to other pupils with similar starting points, the Year 6 pupils in 2013 who benefited from the pupil premium made similar progress in reading and mathematics but not as much in writing. They attained as well as their classmates in mathematics but were a year behind in reading and writing. However the gaps are narrowing as progress is accelerating for this group.
- Achievement in the Early Years Foundation Stage is good. Children enter the school with skills that are below the levels typical for their age, especially in speaking and listening. They catch up quickly because of the very well-organised provision. By the time they start Year 1 they are confident learners and the majority have skills typical for their age.
- The school's strong performance in the Year 1 phonics (letters and the sounds they make) screening check is due to the effective teaching of phonics. Attainment in reading rose noticeably in 2013 at both Key Stages 1 and 2 with more pupils reaching the higher levels.
- Physical education is an increasing priority, supported by the new funding, and already pupils have improved their performances in activities such as surfing, tag-rugby and swimming.

### The quality of teaching

### requires improvement

- Teaching requires improvement as pupils' progress has been inconsistent. Evidence shows that teaching is getting better and this was confirmed by observations during the inspection. While weaker teaching has been addressed some inconsistencies remain.
- Sometimes teachers do not provide pupils with the exact steps they need to take to produce work of good quality, which slows progress as they cannot check on how well they are doing. In mathematics they do not always provide enough opportunities for pupils to think for themselves or allow enough time for them to work independently and extend their thinking. This hampers more-able pupils in reaching the higher levels.
- Better assessment information enables teachers to set more challenging targets. Increasingly they plan learning activities that match pupils' needs and interests so that pupils find the tasks more meaningful.
- Teachers' marking is extremely thorough and pupils respond enthusiastically to the guidance offered. Teachers question astutely, check learning in lessons and generally address any misconceptions quickly.
- In the most effective lessons teachers provide opportunities to extend pupils' thinking and

deepen their understanding. In one strong lesson, Years 5 and 6 pupils engaged in impressive dialogue with each other about how to distinguish fact from opinion which helped them to organise the information for writing their biographies.

- Good support from the local authority consultants and from across the local partnership of schools has helped to implement new initiatives to improve reading, spelling and numeracy skills which are starting to show good impact.
- The pupil premium funding has provided a variety of additional support and gaps in attainment are starting to close. The provision for disabled pupils and those with special educational needs is well organised and enables these pupils to be included fully in the life of the school.
- Improvements in the Early Years Foundation Stage have created a high-quality learning environment both indoors and out. Children flourish in all areas of learning through a careful balance of adult-led and child-initiated activities. Adults work together very effectively to ensure children's communication and language skills develop rapidly.

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

- Typically pupils behave well in and around the school; they are polite, friendly and very caring of each other. They concentrate well in lessons and are very enthusiastic about their learning. 'Learning is fun here', was one typical comment from a pupil. These positive attitudes have contributed to the better progress now being made.
- Behaviour is not yet outstanding because sometimes pupils' thinking is not extended to the full in lessons and occasionally they lose focus when they are not clear enough about their tasks.
- Pupils, their parents and carers and the staff are positive about the standards of behaviour. Pupils are adamant that bullying is rare although they are clear about the forms this can take such as cyber bullying, emotional bullying and name calling. If any minor fallings out occur they have complete trust in the adults to sort them out effectively.
- School records show that incidences of misbehaviour are rare. Pupils respond well to the management systems and rewards for behaviour such as the much cherished 'Golden Time' and library sessions. The level of cooperation in lessons is good. Teachers encourage pupils to listen to and learn from each other and this has a positive impact on their attitudes and progress.
- Pupils play an active part in school life and have good involvement in making decisions about issues that affect them. Older pupils are encouraged to undertake a range of roles and responsibilities, from library monitors to sports captains, which contribute effectively to their personal development.
- Discussions with pupils show that they feel very safe in school because the adults take good care of them. Parents and carers who responded to the online questionnaire or spoke to the inspector confirm this view. Programmes such as 'Bikeability' help to prepare pupils in maintaining their personal safety outside of school.
- The school gives a high priority to encouraging pupils to attend regularly and most attend well. Attendance and punctuality are improving due to the stringent monitoring by the Learning Mentor and headteacher. Current attendance is above average.

### **The leadership and management require improvement**

- Although the senior leadership is strong, the weaknesses in middle leadership have only recently been addressed. Previous plans to improve achievement in mathematics did not focus sufficiently on improving the quality of teaching nor were they evaluated sharply enough.
- The effective headteacher has galvanised the staff team to improve further and bring about the required changes. However tighter timescales and more specific interim targets in plans would assist school leaders in their checks and increase the rate of improvement.

- Checks on teaching have increased over the past year, focusing very clearly on the impact of teaching on pupils' learning which has helped to address some weaker teaching.
- The leadership of literacy is effective as school leaders have used support from local authority consultants to introduce new programmes that are having good impact on the quality of teaching in reading, writing and spelling.
- The headteacher has strengthened the management of teachers' performance. Teachers are rewarded only for good pupil progress and their wider impact on the work of the school. The improved system for tracking progress means that teachers are being held to account more rigorously.
- Improvements to the curriculum are providing more exciting experiences for pupils that enrich their learning, afford purposeful opportunities to apply their literacy and numeracy skills and widen their horizons. Participation in activities such as the Midsummer Festival and residential visits contribute well to pupils' spiritual, moral, social and cultural development.
- The school works hard to foster good relationships with parents and carers, increasing their support for the school. Parents and carers appreciate the openness of staff and the opportunities to become more involved in their children's learning through initiatives such as 'Blooms' homework.
- The school promotes equality of opportunity and tackles discrimination effectively; no incidents of harassment have been recorded in recent years. The pupil premium fund is managed well so that eligible pupils are making better progress than previously and are supported well in their personal development.
- Plans are in place to use the new primary physical education funding to extend still further the school's range of sporting activities. Already more sports are on offer and links within the school's partnership are increasing opportunities for competition.
- All statutory requirements for safeguarding are met because the systems for safeguarding are rigorous and managed effectively. Staff and governors are well trained in how to keep pupils safe.
- **The governance of the school:**
  - Governors have a clear understanding of the school's performance both in terms of pupils' achievement and the quality of teaching in the school. They challenge and support the school's leaders with increasing rigour. They monitor the work of the school but this would be even more effective if improvement plans had tighter timescales and more precise interim targets. They understand how the performance of staff is managed to bring about any necessary improvements and how this is aligned to their pay progression. They keep up to date with their training through good quality training provided by the local authority. Governors manage resources well, including the use of the pupil premium and its impact on pupils' progress, and the new funding for physical education.

## 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>	111844
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	428842

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	137
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Terry Carter
<b>Headteacher</b>	Julie Lamb
<b>Date of previous school inspection</b>	15–16 March 2102
<b>Telephone number</b>	01209 714289
<b>Fax number</b>	01209 718479
<b>Email address</b>	<a href="mailto:head@troon.cornwall.sch.uk">head@troon.cornwall.sch.uk</a>



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