

# Trythall Community Primary School

New Mill, Penzance, Cornwall, TR20 8XR

**Inspection dates** 27–28 February 2014

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

## Summary of key findings for parents and pupils

### This is a good school

- All groups of pupils achieve well. Most pupils are making good progress in reading, writing and mathematics.
- Pupils benefit from teaching that is consistently good. Teachers are particularly effective in devising activities that capture pupils' interest and challenge their thinking.
- Reading is taught well so that most pupils are making good progress. Pupils quickly become fluent readers and develop a real love of books.
- Pupils have positive attitudes to their learning and greatly enjoy school. They behave well and say that they feel very safe because the school provides a secure learning environment.
- Staff check pupils' work promptly, accurately and in detail across a range of subjects, helping pupils to make secure improvements and develop their understanding.
- The very dedicated headteacher, supported effectively by subject leaders, has been successful in securing improvements in both the quality of teaching and pupils' achievement.
- Pupils have many memorable learning experiences, including those provided by the exceptional outdoor facilities, which contribute strongly to their spiritual, moral, social and cultural development.

### It is not yet an outstanding school because

- The proportion of outstanding teaching is not yet high enough. Sometimes pupils do not have enough time to use what they have learnt and develop new skills.
- Governors have not challenged school leaders systematically about the attainment and progress of different groups of pupils in the school.

## Information about this inspection

- The inspector observed seven lessons, several of which were joint observations with the headteacher. In addition, she made a number of short visits to lessons, the playground and the outdoor facilities.
- Meetings were held with pupils, governors, the school's leaders and a representative of the local authority.
- The inspector took account of the 15 responses to the online questionnaire (Parent View), written correspondence and telephone conversation, as well as consulting informally with parents and carers before the school day. She also took account of the nine responses to the staff questionnaire.
- The inspector observed the school's work and 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, the plans for the use of the physical education fund 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 much smaller than the average-sized primary school.
- Pupils are taught in two classes, one for Key Stage 2 pupils and the other for children in Reception and Key Stage 1.
- The school runs a nursery class each morning.
- Almost all pupils are of White British heritage.
- The number of pupils supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals or in local authority care) is broadly average, although the number in each year group is very small.
- The proportion of pupils with special educational needs supported at school action is below the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school is part of a cooperative trust with 18 local schools.
- There were less than 11 pupils in the Year 6 group which left in the summer, so their attainment in relation to national floor standards is not reported.

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

- Increase the proportion of outstanding teaching by ensuring that pupils are provided with sufficient opportunities to make use of what they have learnt and try out new skills they have learnt.
- Develop the role of governors by providing training so that they are able to ask more challenging questions about the achievement of the different groups of pupils at the school.

## Inspection judgements

### The achievement of pupils is good

- Children join the school with skill levels that are lower on the whole than those typically found for their age. However, numbers in cohorts are very small and abilities vary widely. Children get off to a good start and make rapid progress in all areas of learning so that they enter Year 1 as confident learners.
- Over the past year pupils have made faster progress in all subjects across the school. By the time pupils leave the school in Year 6 their attainment is above average in reading and broadly average in writing and mathematics. The school has successfully eliminated the legacy of underachievement in mathematics so that current attainment is above average in both Key Stage 1 and Key Stage 2.
- Pupils are encouraged to explain their thinking to deepen their understanding and to challenge themselves to try harder work. This helps to sustain their good progress. However, they are not always given sufficient time to practise and consolidate their new learning, and this limits the extent of their learning overall.
- Disabled pupils and those with special educational needs make good progress as a result of the effective support and well-planned help they receive.
- Pupils for whom the school receives the additional government funding make as good as and sometimes better progress than their classmates in school. The numbers of pupils are too small to compare their attainment in national tests with others. However, any gaps in their attainment are narrowing because of the effective extra support they are given.
- The most able pupils are making strong progress because of the increased levels of challenge in their learning activities.
- Year 1 pupils performed above the national average in the Year 1 phonics (letters and the sounds that they make) screening check in 2013, which reflects the effective teaching of phonics. Older pupils have a great love of reading and speak knowledgeably about different authors, demonstrating a thorough understanding of what they have read.
- Greater numbers of pupils are taking part in a wider range of sports and competitions supported by the new fund for physical education and sport. Most pupils say that they are more active as a consequence and enjoy competing against other schools, such as in the recent hockey tournament.

### The quality of teaching is good

- Teaching is typically good, with some that is particularly effective. Pupils are focused and attentive because teachers plan well for the different groups in their classes. Pupils find the work very interesting, such as the writing activity in history for the older pupils about the death of a pupil in the school playground in 1909 which captivated them.
- Along with other groups, the most able pupils are challenged well so that they reach their true potential. Pupils solve problems frequently in mathematics, where their thinking is stretched to the full. For example in one effective Key Stage 2 lesson, the most able pupils were challenged effectively to use their knowledge about number patterns to calculate the number of bricks they would need when building sections in their outdoor poly-tunnel.
- The positive relationships across the school create a productive learning environment. Usually the pupils' learning moves on quickly because teachers have high expectations of all the groups in their classes. Sometimes pupils do not have enough time to try out new skills and make use of what they have learnt, and this limits progress.
- Pupils know how to improve their work as teachers give them clear guidance about how to do this and time to act on their suggestions. Teachers check on pupils' progress regularly in lessons, frequently adapting the learning activities to promote better progress.
- Disabled pupils and those with special educational needs receive effective support from well-

trained teaching assistants. They benefit from well-planned activities that are tailored to meet their particular needs and so their progress is good.

- Pupils supported by the additional government funding are benefitting from the extra guidance and small group work so that they making good and sometimes faster progress than others in their class and gaps are closing in their attainment.
- In the Early Years Foundation Stage, children enjoy the 'playful' and lively approach by the adults that helps them to explore their ideas and develop their speaking and listening skills. Children's experiences are enriched by the imaginative use of the outdoor environment.

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

- The behaviour of pupils is good. Typically, pupils are polite, friendly and considerate of others. They are well motivated, settle to their work quickly and enjoy their learning.
- Relationships in the school are good. The playground is a harmonious place because of the interesting range of activities on offer. 'We love it here because of the outdoor facilities and looking after the animals' was one typical comment by a pupil, and others agree wholeheartedly.
- Behaviour is not yet outstanding because of occasional lapses in concentration in lessons by a few pupils when they become restless and waste some time.
- Pupils, their parents and the staff are positive about standards of behaviour. Pupils are clear that bullying is rare, although they know about the different forms this can take, such as cyber-bullying and racist name-calling. Pupils are confident that any minor 'falling out' is sorted quickly by the adults.
- Pupils enjoy taking on a wide range of roles and responsibilities, such as playground monitors and animal carers. They respond well to the behaviour management systems, and 'Golden Tickets' for being helpful and cooperative at lunchtime are highly prized.
- School records show that instances of poor behaviour are few. A small number of pupils who have behavioural difficulties are managed well. These pupils benefit from carefully tailored support and have become more confident and resilient as learners.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel very safe in school, and parents who completed the online questionnaire or who spoke to the inspector agree.
- Pupils are prepared well for maintaining their personal safety both in and outside of school. Pupils learn how to weigh up risks through activities such as those at the Flashpoint Centre and also in the outdoors, for example when tree climbing or pond dipping.
- School leaders have worked hard with parents and carers to encourage regular attendance and reduce any unnecessary absences. As a consequence, current rates are above average and punctuality is improving.

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

- The very dedicated headteacher gives the school a strong sense of direction and, since the previous inspection, has brought a greater clarity to how the school judges its effectiveness and uses this information to prioritise areas for improvement.
- The headteacher and subject leaders, some new to their roles, work well together to drive forward the required improvements. They check pupils' attainment and progress regularly and have used this information to ensure that teachers promote faster rates of progress. In addition they check systematically the quality of the teaching and their clear feedback to colleagues has helped to improve their practice.
- Teachers have clear targets for improving their performance which focus precisely on the achievement of different groups of pupils. They know what constitutes good practice and how it is rewarded.
- Teachers and teaching assistants are skilful practitioners because of good-quality training

activities provided by local authority consultants as well as the opportunities to share good practice with colleagues in the cooperative trust of schools.

- Pupils' learning experiences across a wide range of subjects are varied and memorable. The imaginative use of the excellent outdoor facilities and the many opportunities for pupils to develop their talents in areas such as music and drama promote their spiritual, moral, social and cultural development very well.
- Parents greatly appreciate the way the school develops all aspects of learning so their children develop as confident and responsible individuals. They praise the openness of staff and welcome the many opportunities to be involved in the life of the school.
- Checks on the plans for use of the new physical education fund show that more pupils are involved in a wider range of sports and competition such as cross-country running, hockey and surfing. In addition, staff are developing their skills to help sustain these activities.
- Equality of opportunity is promoted at all times and any discrimination is tackled well. There are no recorded incidents of harassment since the previous inspection. The additional government fund for pupils eligible for free school meals or in local authority care is used well to support these pupils and raise their achievement.
- The local authority provides light-touch support for this good school.
- All statutory requirements for safeguarding are met and systems are managed efficiently. Staff training in first aid and child protection are up to date.
- **The governance of the school:**
  - Governors are committed to providing the best education possible for all pupils and receive clear information about how well pupils are doing from the headteacher. However, they do not have a clear enough understanding of the school's performance data in the national context or compared to similar schools to be able to ask leaders challenging questions about the achievement of different groups of pupils. They have not accessed suitable training to help them to do this systematically. They know about the quality of teaching in the school as they make regular visits to the school to check on their areas of responsibility. They know how the performance of teachers is managed, and how this aligned to their pay progression.
  - Governors manage the budget effectively, including the additional funds for pupils eligible for free school meals or in local authority care and for the development of sport. They know how the funds are allocated and the impact they are having on pupils' achievement and their physical health.

## 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>	111791
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	430539

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<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>	43
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Clare Roberts
<b>Headteacher</b>	Matthew Strevens
<b>Date of previous school inspection</b>	13–14 November 2012
<b>Telephone number</b>	01736 362021
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