

St Erme with Trispen Community Primary School

Trispen, Truro, Cornwall, TR4 9BJ

Inspection dates 14–15 January 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in reading, writing and mathematics. Their achievement in reading and writing is particularly strong.
- The headteacher has a very clear vision for the school. Staff and governors share her determination to make pupils' achievement and the quality of teaching as good as possible.
- Pupils' mathematics skills are improving strongly as a result of changes introduced by leaders.
- Pupils work hard and play happily in this exceptionally cohesive school community.
- In lessons, pupils consistently display a thirst for learning and behave exceptionally well. They say that adults will always help them. They have a strong understanding about how to keep themselves safe.
- Children get off to a good start in the early years. They make good progress and achieve well.
- Teaching is good across the school, and improving as a result of the very effective support provided by the headteacher.
- Marking provides pupils with consistently good guidance about how to improve their work. Pupils greatly value the time given to respond, using it well to enhance their work.
- Lessons are typically lively and interesting, with many opportunities for pupils to explore and explain what they think.
- Staff work well together. Their high expectations are reflected in the high quality of pupils' written work.
- The curriculum provides pupils with a rich and varied range of activities, which is clearly seen in displays of pupils' work all around the school.

It is not yet an outstanding school because

- Improvements introduced by leaders have yet to show their full effect. Pupils' attainment in mathematics lags behind that in reading and writing.
- Pupils do not always learn as quickly as they should. They are sometimes moved on too slowly in their lessons to new and more challenging activities, reducing the impact on their learning.

Information about this inspection

- The inspector observed eight lessons, all of which were observed jointly with the headteacher.
- The inspector held meetings with staff, members of the governing body, and a representative from the local authority.
- The inspector talked with groups of pupils, as well as individual pupils during lessons and play times to find out their views about the school. He also listened to pupils read.
- The inspector took account of the 44 responses to the online parent questionnaire (Parent View). Parents' views were also gathered from written comments and informal discussion.
- The views of staff were gathered through discussions and 16 returns to the Ofsted staff questionnaire.
- The inspector observed the school's work and looked at documents, including improvement plans, safeguarding documents, records relating to attendance, systems for tracking pupils' progress and the school's data on pupils' attainment and progress.

Inspection team

Peter Clifton, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized school.
- The number of pupils on roll has increased considerably since the time of the previous inspection.
- Almost all pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is average.
- The proportion of pupils who are supported by the pupil premium is below average, including very few in Year 6 in 2014. In this school, the pupil premium provides additional funding for pupils known to be eligible for free school meals.
- The school's provision for pupils in the early years (Reception) is full time. The school has 23 children in Nursery who attend either in the morning or afternoon sessions.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Several staff have been recently appointed.
- At the time of the inspection, major refurbishment was taking place in the outside area, limiting scope for outside learning in the early years.

What does the school need to do to improve further?

- Improve the quality of teaching by ensuring that learning is always moved on as briskly as possible through challenging tasks.
- Further improve pupils' achievement in mathematics by:
 - developing pupils' mental mathematics skills
 - providing more opportunities for pupils to apply their mathematical knowledge and understanding.

Inspection judgements

The leadership and management are good

- The headteacher's sharp and focused leadership is the main reason that the already good teaching in the school is continuing to improve. Staff embrace the feedback and guidance they are given which is proving so helpful in promoting better teaching.
- The headteacher is supported well by all staff. Those new to the school are very keen to take on subject leadership responsibilities. This has led, for example, to strong leadership in art, seen in the high quality art work on display around the school and in pupils' sketchbooks.
- Improvements have successfully strengthened achievement in mathematics, for example in allocating additional time to develop pupils' mental mathematics skills. Although not yet fully implemented throughout the school, pupils are now making good progress overall in mathematics.
- The school's evaluation about how well it is doing is accurate. Leaders know what is going well and what needs to be improved because the progress of individual and different groups of pupils is carefully evaluated. The headteacher checks pupils' books regularly to satisfy herself that expectations remain high.
- Good use is made of pupil premium funding, for example to provide additional teaching and classroom support. Leaders have analysed the impact of this additional funding to satisfy themselves that the funding is well spent.
- Pupils' spiritual, moral, social and cultural development is promoted at every opportunity, for example in whole school assemblies and through high levels of respect and tolerance which are promoted in all lessons. This fosters excellent relationships. Equality of opportunity and diversity are reflected in the wide range of pupils' work and through trips and visits. Discrimination is not tolerated. The pupils are well prepared for life in modern Britain.
- The curriculum is strong because pupils are provided with many good opportunities to enrich their learning. Topics and activities are well designed to promote different subjects and make meaningful links, for example by developing their writing skills in science and using persuasive writing in writing about environmental issues. In English, older pupils have been studying Shakespeare's *A Midsummer Night's Dream* and comment that they have found this to be an inspiring experience.
- The school uses the additional primary sport funding effectively, and in a variety of ways, for example by using coaches to work alongside class teachers to develop their expertise and by providing extra sports clubs and swimming lessons. The pupils comment they really enjoy these opportunities and that there are high levels of attendance; many of the sessions are full.
- The school's safeguarding arrangements are comprehensive and meet statutory requirements. They are effective in ensuring pupils' safety and welfare.
- The local authority provides an appropriate level of support for this school and, rightly, has confidence in the headteacher to manage change and move the school forward.
- **The governance of the school:**
 - The governing body is determined to ensure that the school provides the best possible quality of education for its pupils. Governors have an accurate view of the school's strengths and weaknesses. They know about the quality of teaching and how well pupils achieve. They have provided expertise and support to help drive through the necessary improvements in mathematics. Governors ask searching questions and have a strong understanding of pupil progress information. They ensure that there is a secure link between teachers' performance and salary progression. Governors have ensured that finances are managed well, including making sure that the additional pupil premium funding is used well. They keep themselves up to date with the views of parents, which are highly positive, through regular contact and questionnaire responses.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. In every class, pupils' understanding of kindness and tolerance is evident. Pupils are confident, welcoming and friendly. They are proud to talk about their school and show the work they have done.
- Pupils are very successful in taking responsibility for working on their own. This is seen when adults are working with groups of pupils and unsupervised classmates are also learning well.
- Pupils are keen to contribute to their own learning, responding to questions and sharing what they know and understand. Their discussions in lessons are particularly lively.

- Pupils take responsibility for their own actions and willingly help each other out. For example, older pupils work with younger children to promote reading and help make sure that lunchtimes are harmonious.
- At lunchtimes, pupils' conduct and behaviour are exemplary. Pupils make full use of the wide range of equipment and activities available in order to support active play and promote social skills. These include dancing, using skipping ropes and hoops, and playing basketball.

Safety

- The school's work to keep pupils safe and secure is outstanding. Playtimes are well supervised and there is strong sense of community. Older pupils say that they know each other really well.
- Any pupil requiring first aid is cared for swiftly and the accident is fully recorded.
- There are very few incidents of bullying or inappropriate behaviour recorded since the time of the previous report. Pupils' very positive comments reflect this.
- Pupils have a keen understanding about how to keep themselves safe and secure in a wide range of situations, including the possible dangers when using the internet and how to use computers, tablets and mobile phones safely. They have considerable confidence in the adults who look after them in school. They can readily identify the appropriate person to go to if they have any personal concerns or worries.
- Attendance is above average and any absence is followed up diligently.
- Staff, governors and parents are all highly positive about the quality of care provided. One parent writes, 'I cannot praise the school highly enough.'

The quality of teaching is good

- Good teaching across the school supports pupils' good progress and achievement in literacy, reading and mathematics. Phonics (the sounds that letters make) is taught well, enabling pupils to develop good early reading skills. Regular reading is promoted well on a daily basis. This is enjoyed greatly by pupils, who make good use of the school's library and quickly develop good reading habits.
- Writing is taught particularly well because there is a high level of teaching expertise in the school which is shared effectively. As a result, achievement in writing is the strongest area of the school's work. Older pupils have a very secure understanding of spelling, grammar and punctuation and use these confidently in their writing.
- Improving mathematics teaching has been a focus for school improvement because achievement in this area has, historically, not been strong enough. Teachers have helped pupils use their mental mathematical skills and apply these to solve problems. This has led to a marked improvement in achievement, although more remains to be done.
- Staff consistently promote ways for pupils to work on their own. Although usually successful, there are times in lessons when pupils' learning slows, particularly when teachers and other staff do not move pupils on quickly enough to more challenging tasks. This was evident in mathematics, for example, when pupils were required to repeat too many similar sums.
- Pupils' learning is boosted considerably by the good quality guidance pupils get from teachers about how to improve their work. Pupils use their time well to consider what they need to do to improve and consistently respond to this in their next pieces of work.
- Teachers use questioning and discussion well to develop pupils' understanding, for example to develop description or discuss the motivation of different characters. The level of debate in Years 5 and 6 is impressive.

The achievement of pupils is good

- Overall, attainment by the end of Year 2 is above the national average in reading, writing and mathematics. Reading and writing are the stronger areas, with a good number of the most able pupils reaching the higher National Curriculum Level 3.
- Attainment by the end of Year 6 has been more variable. In 2014 there were very small numbers of pupils in Year 6, and some joined the school late on in Years 5 and 6. Overall attainment was broadly average, with mathematics being weaker than reading and writing. These pupils made expected or better progress from their starting points at the beginning of Year 3.
- Across the current Years 3 to 6, attainment is above average in reading, writing and mathematics. This reflects pupils' good, and improving, progress across the school. The samples of work seen in mathematics and writing in Years 5 and 6 show that the gap in attainment between these two areas has

closed markedly. This is because of better teaching.

- The most able pupils are challenged well in lessons and, as a result, growing proportions of pupils are working at the higher levels in reading, writing and mathematics, including the high Level 6, by the end of Year 6.
- Disabled pupils and those with special educational needs are given targeted help and support which enable them to work well and make at least as good progress as their classmates in reading, writing and mathematics.
- In the 2014 tests, the school had too few disadvantaged pupils to permit any reliable comparison with national figures. However, the school's information accurately records pupils' progress and shows that disadvantaged pupils achieve well. Across Key Stage 2, this group of pupils makes progress which is similar to other pupils in writing and mathematics, and progress that is a little stronger in reading.

The early years provision

is good

- Leadership and management of the early years are good. The headteacher regularly checks the provision to ensure that the children's safety and well-being are assured, and that teaching is at least good.
- Children join Nursery with levels of skill and knowledge that are broadly typical for their age. They make good progress across Nursery and Reception in all areas of learning. Typically, slightly above average proportions reach the goals expected by the end of Reception.
- The curriculum is well adapted to boost the children's personal, social and emotional development and their language skills, as these are weaker areas on entry to the school.
- Children quickly settle in the Nursery and enjoy each other's company. Activities given to children are well matched to their individual needs. Children serve in the shop and practise their early writing skills, for example through writing shopping lists. They learn to count accurately and do some simple sums. They spontaneously join in with dancing, showing considerable enjoyment. This demonstrates confidence and shows how safe they feel.
- In Reception the children join in enthusiastically using phonics to read simple words. In mathematics, they learn quickly through play, for example by finding out which is the fastest and slowest wind-up toy and placing them in order.
- Reception children work confidently alongside Year 1 pupils on different tasks when appropriate, helping them to be well prepared for when they start Year 1.
- Children's listening skills in both Nursery and Reception are well developed. The children behave well, and this helps them to play their full part in gaining knowledge and learning new skills.
- 'Learning journeys' map the children's achievements carefully. The school's records show that both Nursery and Reception children achieve well.

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	111871
Local authority	Cornwall
Inspection number	449578

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	130
Appropriate authority	The governing body
Chair	Donna Chapman
Headteacher	Julie Orrell
Date of previous school inspection	11–12 May 2010
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