

Inspection of Trenode Church of England Primary Academy

Widegates, Looe, Cornwall PL13 1QA

Inspection dates: 10 and 11 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Leaders are ambitious and aspirational in what they provide for all pupils. Pupils love to learn and talk enthusiastically about what they know. They are excited to come to school and therefore attend well.

Pupils value the strong links with the church and use their 'Christian golden rules' to take responsibility for their words and actions. They are kind and respectful towards everyone. Consequently, pupils behave well and say that bullying is uncommon. They trust adults to resolve their problems. This helps them to feel safe.

Leaders provide many extra-curricular opportunities for pupils. Pupils participate in a range of clubs, including sports and gardening. They enjoy their 'wild tribe' activities, where they learn a range of woodland and safety skills. They value the other opportunities that staff provide, including learning to play a musical instrument.

Pupils are elected onto the school council and take their responsibilities seriously. They have recently worked with leaders to develop a new behaviour system and led events to raise money for charity. Pupils' views influence positive changes to the school. They embody the school's vision to 'reach out in love and community'.

What does the school do well and what does it need to do better?

Leaders use what they know about the school to diligently bring about improvements. Governors support leaders and understand the impact of leaders' actions on pupils. Staff are positive about the support provided by the multi-academy trust (MAT). They appreciate the carefully planned professional development opportunities that are available.

Leaders ensure that there is a broad and ambitious curriculum for all learners. Teaching is clear and precise. Pupils make accurate links in their learning. For example, in geography, pupils make comparisons between life in Egypt, China and the United Kingdom.

Leaders have prioritised the teaching of English and mathematics, so pupils have the skills they need to be successful in all subjects. They have introduced systems to check what pupils remember, and staff use these well. Despite this, the wider curriculum is not yet implemented consistently well for mixed-age classes. In some subjects, pupils' learning does not build on what they know already.

Leaders have recently introduced a new phonics curriculum which is supporting pupils to learn to read effectively. Pupils say that they love to read and that adults read to classes often. They talk about books they enjoy and know a range of different authors. Pupils read books that are matched well to the sounds they know. There is extra help for those pupils who need it. Once pupils complete the phonics

curriculum, their diet of reading remains regular and carefully sequenced. As a result of this sharp focus, pupils become fluent and successful readers.

Pupils with special educational needs and/or disabilities are proud of their learning and can talk about how they are making progress. Staff and pupils work together to find the best ways to support pupils' needs. Therefore, these pupils learn well.

Pupils know the school rules and expectations because they helped to develop them. They receive house points for positive behaviour and enjoy end-of-term rewards, such as 'beach days'. One pupil, whose view reflected that of many, said, 'No-one ever goes on red'. This means that there is little disruption to lessons.

Leaders use the Christian values of the school as a foundation for pupils' personal development. There is high-quality provision to develop pupils' character and independence, including opportunities to contribute positively to their community. Pupils know how to be healthy and talk about how they use their school 'reflection garden'. They compare religious and non-religious viewpoints and make links with their own beliefs. Pupils show kindness and respect when talking about how people may live or difficulties they may face. As a result, pupils make a positive contribution as active, responsible citizens.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that procedures to safeguard pupils are well established and robust. Staff receive regular training and report any concerns promptly. This ensures that pupils are identified quickly if they need help. Leaders work with external agencies to support pupils and their families. As a result, pupils are safe. Leaders make the right checks when new staff join the school, and induction procedures are thorough.

Pupils learn how to keep themselves safe, including when using technology, through lessons and assemblies. They understand what a healthy relationship is and can talk about appropriate interactions with their peers.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the implementation of the curriculum for mixed-age classes is not consistent. This means that some pupils do not learn as well as they could. The curriculum does not build well enough on what pupils already know. Leaders should ensure that the curriculum is implemented consistently well in all subjects, so pupils know and remember more over time.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145561
Local authority	Cornwall
Inspection number	10227728
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	35
Appropriate authority	Board of trustees
Chair of trust	Maria Ashurst
Headteacher	Janine Waring
Website	www.trenodeprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Trenode Church of England Primary Academy is a voluntary-aided school. The last section 48 inspection took place on 2 June 2015.
- The school is part of Bridge MAT.
- The school does not use any alternative provision.
- The school has a Reception class but there are too few children to make a judgement.

Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, English, science and geography. For each deep dive, inspectors discussed the curriculum

with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors held meetings with the headteacher, the special educational needs coordinator, curriculum leaders, teaching staff and support staff.
- The lead inspector met with representatives from the local governing body, the executive headteacher of the trust and the chief executive officer.
- The lead inspector spoke with the designated safeguarding leader to discuss the school's procedures for keeping pupils safe. She considered the school's recruitment procedures, staff induction and training, records of concern and engagement with external agencies. The inspectors spoke with staff and pupils informally throughout the inspection.
- The lead inspector considered 10 responses to the online survey, Ofsted Parent View, including the free-text responses. The lead inspector took into consideration responses to the staff survey.

Inspection team

Donna Briggs, lead inspector

Her Majesty's Inspector

Claire Baillie

Ofsted Inspector

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