

Inspection of a good school: Troon Community Primary School

New Road, Troon, Camborne, Cornwall TR14 9ED

Inspection dates:

18 and 19 October 2022

Outcome

Troon Community Primary School continues to be a good school.

What is it like to attend this school?

Troon Primary is a nurturing and inclusive school. The staff team know the pupils and their families very well. Every pupil receives a warm welcome and a smile at the start of each day.

Leaders have high expectations of what pupils can achieve and how they should behave. Pupils show determination to meet these challenges. They feel happy and safe. Pupils are eager to learn and work hard in lessons. Around school, pupils are well mannered. They play well together on the playground. Bullying rarely happens. Pupils say that if they have any worries, staff listen and deal with their concerns swiftly.

Leaders place a high value on pupils having a wide range of experiences beyond the classroom. As a result, staff enrich the curriculum by planning many trips and activities. These broaden pupils' horizons. Staff share a strong commitment that all pupils, including those with special educational needs and/or disabilities (SEND), should have the opportunity to participate in all activities.

One parent sums up a common view of many parents and carers: 'My children look forwards to the start of each day and always leave at the end of the day with a smile.'

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

School leaders have designed a broad and ambitious curriculum for all pupils, including those with SEND. Leaders' curriculum thinking begins in the early years. In addition, leaders have rooted many parts of the curriculum in the school's locality. So, for example, when pupils study history and geography, they learn about tin mining and maritime issues. This helps bring the curriculum to life for pupils. Leaders consider how the sequence of the curriculum helps pupils build on what they have learned before. Teachers use assessments to check what pupils are doing well and to identify what to learn next.

Teachers carefully consider how learning in the early years will help children know more and do more as they get older. For example, children learn new words explicitly from their start in the Nursery. So, from the age of two, they start to build their vocabulary ready for the following stages of learning.

Leaders have set out the key knowledge they want pupils to know and remember. This helps pupils build knowledge well in each subject. However, in a few foundation subjects, some pupils do not develop the depth of knowledge they should. This means that some pupils do not build essential knowledge securely and cannot recall key information in all subjects.

Children begin their phonics learning in Nursery and make an immediate start to reading in Reception. Expertly trained staff accurately model sounds for pupils who are learning to read. Pupils receive the support they need to keep up. Staff assess pupils' progress regularly. This ensures that pupils practise reading the most appropriate books. Pupils who find reading more challenging know which strategies to use to read unfamiliar words. When confident in reading, pupils study a wide range of high-quality literature. This supports the development of their vocabulary and comprehension skills.

Leaders ensure that all staff follow a consistent approach to managing behaviour. As a result, the behaviour of any unsettled pupil does not affect other pupils' learning. Pupils follow staff's instructions and listen attentively. Classrooms are calm and productive.

Leaders have a firm commitment to ensuring that pupils develop the necessary skills to prepare them for life in the future. Therefore, pupils' wider development permeates through the curriculum. For example, a recent 'rainbow day' raised awareness of people with different lifestyles. Pupils learned about the importance of respecting everyone. In addition, through a wide range of extra-curricular activities and off-site visits, pupils have the chance to try new things and develop new skills. Visits to the school by the police, fire service and other professionals teach pupils about safety and raise awareness of careers for the future.

Leaders work with parents, carers and external agencies to identify pupils' additional needs. Adults support pupils with SEND effectively. This helps these pupils to achieve well. Pupils with SEND follow the same curriculum and participate in the same off-site trips and visits.

School leaders are mindful of staff workload. Staff feel well supported and morale is high. Leaders from the multi-academy trust and governors know the school and its surroundings well. They provide effective support and challenge to school leaders.

Safeguarding

The arrangements for safeguarding are effective.

This is a school where everyone's top priorities include pupils' safety. Staff receive training that takes into consideration local risks. As a result, they know exactly what to look out

for. Staff follow well-known recording and reporting procedures if they are concerned about a pupil. They understand that no concern is too small.

Leaders are tenacious in seeking external support for the pupils and families who need it. Recruitment processes and pre-employment checks are rigorous. Pupils learn how to keep themselves safe through the curriculum. They learn about good friendships and how to keep themselves safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In foundation subjects, some pupils are not secure in recalling the key knowledge set out in curriculum plans. This makes it hard for pupils to link new learning to learning from previous years. Leaders must refine the curriculum in these subjects so that all pupils develop the necessary depth of knowledge to meet leaders' expectations.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2017.

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.

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

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| Unique reference number | 140790 |
| Local authority | Cornwall |
| Inspection number | 10240214 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 2 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 146 |
| Appropriate authority | Board of trustees |
| Chair of trust | Pat McGovern |
| Headteacher | Sarah Wilkins |
| Website | www.troon.cornwall.sch.uk |
| Date of previous inspection | 8 October 2020, under section 8 of the Education Act 2005 |

Information about this school

- The headteacher is currently also the acting headteacher at St Ives Infant School.
- The school's nursery has accepted two-year-olds since March 2021.
- The school uses one registered alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, other senior leaders, subject leaders and groups of staff and pupils. In addition, the inspector spoke with a representative of the governing body, the chair and chief executive officer of the multi-academy trust.
- The inspector carried out deep dives in early reading, mathematics and history. For each deep dive, the inspector 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.

- The inspector met with the designated safeguarding lead and deputy designated safeguarding lead to evaluate the effectiveness of safeguarding.
- The views of pupils, parents and staff were considered through discussions and a review of Ofsted's surveys.

Inspection team

Mark Burgess, lead inspector

Ofsted Inspector

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