

# Inspection of Trannack Primary School

Trannack, Helston, Cornwall TR13 0DQ

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Inspection dates: 6 and 7 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

This is a welcoming and inclusive school, where all pupils are valued. Pupils enjoy coming to school. Staff form positive, nurturing relationships with pupils, which enables them to be successful. The vast majority of parents and carers appreciate this.

Staff have high expectations of pupils' behaviour. Pupils live up to these expectations well. They get on well with their teachers and enjoy spending time with their friends. Pupils behave very well, including in the early years. Any occasional falling out between pupils is quickly sorted out by adults.

Leaders help pupils to develop a sense of responsibility. For example, pupils can become a school councillor. They raise awareness of environmental issues. They run campaigns, such as on the recycling of batteries, and have introduced classroom recycling bins.

Through the personal, social and health education curriculum, in lessons and through other activities, pupils develop their awareness of other cultures and diversity. For example, pupils enjoy 'Sikhism day', where they learn about the religion, wear traditional Indian clothes and cook Indian food.

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

Personal development is at the heart of this school. Pastoral support is a strength. Pupils' mental well-being is supported through strong relationships. Adults support pupils with managing their emotions and friendships. Older pupils appreciate the guidance they are given to support them with their transition to secondary school. Pupils develop their characters, confidence and teamwork well. Clubs, visits, leadership opportunities, residentials and outside visitors are just a few examples of the activities that promote pupils' broader development via the well-considered curriculum.

Leaders have designed an ambitious curriculum. This is suitable for pupils, who are taught in mixed-age classes. They have identified the important knowledge they want pupils to learn through the years. In most subjects, leaders have made sure that pupils learn the right things at the right time. In these subjects, pupils build their knowledge to help them achieve well. In a small number of subjects, however, important knowledge is not as clearly identified. Pupils do not build on their learning, to know and remember more over time.

Since the last inspection, assessment systems have been improved, including in the early years. Teachers and staff use assessment well to check pupils' knowledge and understanding and address any misconceptions. Leaders are aware they still need to refine assessment in some subjects.

Leaders support pupils with special educational needs and/or disabilities (SEND) well so that they can learn successfully. Leaders plan a bespoke curriculum for pupils with specific needs. Leaders work with teachers to make adaptations in lessons, where necessary. However, the processes for managing the organisation of the provision for pupils with SEND are not rigorous enough. This makes it hard for some pupils to achieve their targets.

Leaders prioritise pupils' learning to read, which enables them to follow the rest of the curriculum. Leaders ensure that staff are early reading experts. From Reception onwards, staff follow the phonics scheme closely, which helps pupils get off to a secure start in learning to read. Pupils read books that match the sounds they have learned. Weaker readers are given effective extra support to help them to keep up. Staff swiftly check new pupils' reading to work out what additional help they might need.

In key stage 2, the school is promoting reading for pleasure by encouraging pupils to read carefully selected books. Older pupils are excited about their favourite books and can explain the reasons why they enjoy them.

Children in the early years have a positive start to their education. They enjoy their learning environment and settle quickly into their new routines. The children display kindness and care for each other. They show good resilience to change. Children develop their skills and knowledge well in readiness for their next steps.

Leaders have made changes to the management of attendance. As a result, attendance has improved, and persistent absence in particular has fallen.

Staff appreciate how leaders and governors consider their well-being. They value how leaders listen and respond. Enthusiastic trustees and governors provide challenge and support to leaders for the benefit of pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding pupils is the highest priority. All staff have received training to identify pupils who are at risk of harm. Leaders follow up concerns with tenacity and rigour. In addition, leaders and governors have received training in safer recruitment, so the appointment of staff is secure.

Leaders work alongside external agencies to ensure decisions are made in the best interests of pupils and their families.

Pupils learn how to keep themselves safe, especially when online. They know that if they are worried about something, they should tell a trusted adult in school, who will help them to sort it out.

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

### (Information for the school and appropriate authority)

- While systems are in place to support pupils with SEND, they do not consistently provide leaders with a clear and precise picture of the effectiveness of the provision for pupils with SEND. Leaders should ensure that their processes provide accurate information as to how pupils with SEND achieve so they can evaluate how well pupils with SEND learn over time.
- Some subjects in the wider curriculum are not developed as well as others. As a result, pupils do not learn as well as they could. Leaders need to ensure that weaker areas of the curriculum are developed and implemented to the same quality as more successful areas so that pupils know more and remember more.

## 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

<b>Unique reference number</b>	144003
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10240637
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	64
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Mike Hosking
<b>Headteacher</b>	Sarah French
<b>Website</b>	<a href="http://www.trannack.eschools.co.uk">www.trannack.eschools.co.uk</a>
<b>Date of previous inspection</b>	10 November 2021, under section 8 of the Education Act 2005

## Information about this school

- Trannack Primary is much smaller than the average primary school. There are currently three classes.
- The academy joined Crofty Multi-Academy Trust in January 2023. There are 15 other schools in the trust.
- The school uses one registered alternative provider.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, the assistant headteacher, and the special educational needs coordinator. The lead inspector met with the chief

executive officer and the director of education of the trust. The lead inspector also met with trustees and members of the local governing body.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. 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 also spoke to leaders about the curriculum in some other subjects.
- The lead inspector looked at checks of recruitment processes. In addition, the lead inspector spoke with the designated safeguarding lead. Inspectors spoke with staff about their training in safeguarding, and they spoke to pupils.
- Inspectors considered responses to Ofsted Parent View, Ofsted's online survey for parents, including free-text responses. They also evaluated the responses to Ofsted's staff and pupil surveys.

### **Inspection team**

Gavin Summerfield, lead inspector

His Majesty's Inspector

Gary Chown

Ofsted Inspector

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