

# Inspection of Trewirgie Junior School

Falmouth Road, Redruth, Cornwall TR15 2QN

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Inspection dates: 27 and 28 June 2023

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Good

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

Trewirgie Junior School is a school where leaders have high expectations of pupils, both academically and beyond the classroom. The 'well-being team' help pupils with their worries. They work with families to support them in any difficulties they have. Parents recognise and appreciate this support. Staff manage transition into Year 3 well. Pupils feel safe, secure and happy in school.

Pupils have outstanding attitudes to learning. They engage in their lessons enthusiastically. Pupils listen to one another's views respectfully during discussions. Around the school, they hold doors open for one another. They speak confidently, passionately and articulately to visitors.

The school's personal development curriculum is exceptional. Leaders' vision of 'make a difference, have an impact, leave a legacy' permeates through every aspect of school life. Pupils make a tangible difference to the local community. For example, they designed and sold a calendar to raise money for a local foodbank. Pupils published a book about refugees, containing their high-quality artwork and poetry. This helps them to become knowledgeable, compassionate and global citizens.

Pupils develop their talents and interests through a wide range of clubs, such as archery, choir and gardening. They develop their independence through several residential as they move up the school.

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

The headteacher demonstrates inspirational leadership. Staff share her drive and determination to create an ambitious all-round education for all pupils, including those with special educational needs and/or disabilities. Teachers feel empowered to make changes to the curriculum. They appreciate leaders giving them the time to do so. Teachers in the early stages of their career feel well supported.

Leaders have constructed a well-sequenced curriculum. Subjects often build towards meaningful outcomes or 'legacies'. These motivate pupils to produce high-quality outcomes in some subjects. In art and design, pupils create a mural about human rights activists. Pupils make films about local mines in history.

Leaders ensure curriculum plans support teachers so they know what to teach and when. In lessons, teachers question pupils well to probe their thinking. They address misconceptions as they arise. However, occasionally, in subjects such as mathematics, some teachers' tasks do not closely match pupils' needs. Therefore, some pupils do not build on their learning well enough and so do not learn as much as they could do.

Reading is a strength of the school. Leaders have made it central to its work. Staff quickly check what pupils can do on entry to the school. This ensures that they identify those who have not grasped the phonics code. Through effective support, these pupils catch up and keep up. Teachers closely link key themes from the curriculum into chosen texts. This helps pupils to reinforce their knowledge across different subjects. By the time pupils leave the school, they learn to read and understand complex texts. High progress outcomes achieved in the 2022 national curriculum tests reflect leaders' impact on reading.

Through the personal, social, health education curriculum, pupils learn about different types of families. Leaders carefully plan trips that are closely linked to the curriculum. For example, pupils visit an aquarium when studying evolution. Pupils enjoy sporting success, including at county level, in a range of sports.

Leaders promote strong pupil voice in the school through the 'champions' roles. Older pupils enjoy listening to younger pupils read. Pupils who leave in Year 6 create projects to leave a legacy behind. For example, they raise money for scooters and ramps for future pupils to use. Their full involvement in school life means pupils enjoy school. They reflect this in their high attendance. Pupils are well prepared for their next stage of education.

Governors understand their roles clearly. They challenge and support leaders in equal measure. Governors make regular checks on the school's curriculum and safeguarding work. As a result, they know the school's strengths and weaknesses. Governors know the impact of leaders' decisions. For example, they know how the creation of a well-being team helps to support pupils and families.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff train staff so that they can spot potential signs of harm. They know pupils and their families well. Staff alert leaders promptly with any concerns. Through clear systems, leaders act upon these actions and record them thoroughly. They escalate concerns to the local authority as required. However, leaders are tenacious in challenging outcomes if they do not agree with them.

Pupils know how to stay safe online. They know the importance of not sharing details such as a password with anyone else. Leaders work with institutions such as the police to help provide further advice and guidance for pupils.

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

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

- Occasionally, teachers do not implement the curriculum as well as leaders expect. As a result, pupils do not learn as much as they could. Leaders need to ensure that teachers teach the curriculum consistently well and in line with the high ambition of the curriculum.

## 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>	136831
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10227250
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	380
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	Phil Jones
<b>Headteacher</b>	Jane Sargent
<b>Website</b>	<a href="http://www.trewirgie-jnr.cornwall.sch.uk">www.trewirgie-jnr.cornwall.sch.uk</a>
<b>Date of previous inspection</b>	16 and 17 June 2021, under section 8 of the Education Act 2005

## Information about this school

- The school is a standalone academy.
- The school runs its own breakfast and after-school club provision.
- The school uses two registered alternative providers.

## Information about this inspection

The inspector(s) 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 headteacher, groups of staff, and members of the governing body.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, art and design and history. For each deep dive, inspectors discussed

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

- An inspector also spoke to subject leaders, spoke to pupils and looked at samples of work in science and design and technology.
- The lead inspector listened to pupils in Years 3, 4, 5 and 6 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding. The lead inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- An inspector spoke to parents at the start of the school day. Inspectors also considered the responses to Ofsted Parent View, the online survey and the staff survey.

### **Inspection team**

Jason Edge, lead inspector

His Majesty's Inspector

Cameron Lancaster

Ofsted Inspector

Sarah Jane Tustain

Ofsted Inspector

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