

Inspection of a good school: Tywardreath School

Southpark Road, Tywardreath, Par, Cornwall PL24 2PT

Inspection dates:

30 and 31 January 2024

Outcome

Tywardreath School continues to be a good school.

The headteacher of this school is Claire McColville. This school is part of Truro and Penwith Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Dr Jennifer Blunden, and overseen by a board of trustees, chaired by Anita Firth.

What is it like to attend this school?

Tywardreath School is a highly supportive, nurturing and aspirational school. Pupils experience a broad curriculum which stretches beyond learning in the classroom. Right from the Reception Year, pupils are happy, inquisitive learners. Pupils understand how the school's values help them to be curious, resilient and understanding of others.

The school has high expectations for what all pupils can achieve. Pupils feel safe. They know what staff expect of them. In lessons, pupils concentrate well. Their learning progresses without interruption. At playtimes, pupils play happily together. The school is calm and orderly.

The school provides a wide range of opportunities for pupils' wider development. The school's swimming pool is a valued asset. Clubs such as drumming and dance, enable pupils to hone their skills and talents. Pupils raise money for charities. Opportunities for pupils to take responsibility include joining the 'green team'. This promotes environmental awareness. Through these wider opportunities, pupils learn to help others and understand how they can contribute positively to society.

Parents are overwhelmingly positive about the school. They appreciate the caring nature of the staff and how everyone is welcomed and accepted.

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

The school has created an ambitious, well-designed curriculum. From the early years to Year 6, the school has identified the knowledge they want pupils to learn and the order in which pupils should learn it. In art, for example, pupils experience different media in Years 1 and 2. The curriculum builds on this experience so that when they reach Year 6, they can make informed decisions on the most suitable medium to use. For example, choosing the most appropriate medium in a piece of work to create a specific mood. Pupils use the knowledge they have gained to explain how their choices influence their work.

In most subjects, teachers routinely check how well pupils learn the curriculum. They use this information well to address any gaps in pupils' knowledge. This helps pupils build their knowledge securely over time. However, in some subjects, these checks have been less effective. In these subjects, teachers do not always accurately identify gaps in pupils' knowledge. As a result, some pupils do not build their understanding securely over time. This slows some pupils' progress through the curriculum. The school has already identified this as an issue and has started to take action to address it. However, this is at an early stage.

The school prioritises reading from the start of Reception. Pupils read books that match the sounds they are learning in class. This enables them to become confident and fluent readers. Staff identify quickly pupils who are struggling. They support these pupils well to catch up. Pupils develop a love of reading. They read a range of texts which deepen their understanding of the world. Pupils enjoy visiting the school library or supporting younger pupils through the early years book club.

The school supports pupils with SEND well. Staff identify their needs accurately. Teachers adapt learning to meet these needs. This means that pupils with SEND learn the same curriculum as their peers. They progress well through the curriculum.

Pupils behave well. From the time they start school, children learn to follow routines and listen carefully to teachers' instructions. Throughout the school, pupils are polite and well-mannered. Lessons are free from disruption. Pupils of all ages play well together. Interactions are positive throughout the day. The school monitors attendance well and follows up any absences tenaciously. As a result, pupils attend school well.

The school places a strong emphasis on pupils' personal development. In addition to providing access to a wide range of experiences, the curriculum helps pupils to understand why fundamental British values are important in day-to-day life. Pupils talk confidently about why it is important to treat everyone equally and with respect. The work to support pupils' personal development is comprehensive. This ensures they are well-prepared for life in modern Britain.

Staff enjoy working at the school and feel listened to. They appreciate the support they receive and the opportunities they have to develop their teaching by working with other schools in the trust. Staff are overwhelmingly positive about the support provided for their

workload and well-being. Local governors and trustees are ambitious for the school. They hold leaders robustly to account for their actions.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, checks on what pupils know and remember have not been effective. As a result, some pupils develop gaps in their knowledge. The trust needs to ensure that, in all subjects, effective systems to check on pupils' knowledge are embedded so that all pupils build knowledge securely over time.

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 February 2018.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and

pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	141616
Local authority	Cornwall
Inspection number	10298028
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	307
Appropriate authority	Board of trustees
Chair of trust	Anita Firth
CEO of the trust	Dr Jennifer Blunden
Headteacher	Claire McColville
Website	www.tywardreathschool.org.uk
Dates of previous inspection	7 and 8 February 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative providers.
- There is a before- and after-school club managed by the governing body.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector met with the headteacher, subject leaders, the special educational needs coordinator, staff, pupils, representatives from the local governing body and representatives from the trust.
- The inspector carried out deep dives in following subjects: early reading, mathematics and art. For each deep dive, the inspector discussed the curriculum with subject

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

- The inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector observed pupils' behaviour in lessons and at social times. He spoke with different groups of pupils to discuss their views of the school, their learning, their behaviour and safety.
- The inspector considered the responses to Ofsted's online survey, Parent View. He also took into consideration the responses to the staff survey and pupil survey.

Inspection team

Mark Burgess, lead inspector

Ofsted Inspector

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