

INSPECTION REPORT

TREVISKER COMMUNITY PRIMARY SCHOOL

St Eval, Wadebridge

LEA area: Cornwall

Unique reference number: 111923

Headteacher: Mr Peter Frost

Reporting inspector: Mr Graham Sims
28899

Dates of inspection: 27th – 28th May 2002

Inspection number: 230910

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Flt Lt Anthony Marshall
Date of previous inspection:	10 th November 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Trevisker Community Primary School is situated on an estate for personnel from the Royal Air Force and the United States Navy in the village of St Eval, three miles north of the RAF base at St Mawgan in Cornwall. It is an average-sized primary school, which has 254 boys and girls on roll between the ages of four and eleven. Very few pupils come from minority ethnic backgrounds and none have English as an additional language, but the school's intake is culturally diverse. Around a third of the pupils have parents who work for the RAF and a sixth for the US Navy. The remaining pupils come from farms and villages within a 12-mile radius of the school, stretching as far as Wadebridge and Padstow in the north to St Columb and Newquay in the south. The nature of the school's intake leads to a very high rate of pupil mobility, with around a third of the pupils leaving or joining the school each year other than at the usual times of joining or leaving. Just under five per cent of the pupils are known to be eligible for free school meals, which is below average, but this statistic hides the fact that the socio-economic backgrounds of the pupils, although broadly average overall, vary considerably. Around 13 per cent of the pupils have been identified as having special educational needs. Five pupils have statements of special educational needs. The special needs cover a wide spectrum of learning, emotional and behavioural difficulties. Children join the Reception class in the September of the academic year in which they have their fifth birthday, two-thirds of them attending part-time for one or two terms. The attainment of children when they start school varies, but is generally average. A significant number of American pupils join the school in Year 1, and some in Year 2, with no previous experience of attending a school. The school's staffing situation is very stable and, apart from the completion of a computer suite, there have been no major changes since the last inspection. The teacher and pupils from Year 5 were not in school during the inspection, as they were participating in a residential visit.

HOW GOOD THE SCHOOL IS

Trevisker Community Primary School is a very good school. Under the enthusiastic and successful leadership of the headteacher, the staff have created and maintain an inclusive, friendly and productive ethos, and are particularly good at helping a large number of pupils who join the school during the year to settle in quickly and happily. The overall quality of the teaching is good, and there is a significant amount of very good teaching. As a result, pupils learn very quickly and achieve standards which are well above those found in most schools. The school provides very good value for money.

What the school does well

- The staff and pupils are particularly good at welcoming and integrating into this inclusive and friendly community a large number of new pupils who join the school at various stages during the year.
- The headteacher gives very good leadership and, with his hard-working and committed team of staff, has established a happy, vibrant and exciting learning environment.
- The staff provide a very high standard of care, and cater very well for pupils' personal development. As a result, pupils behave well, relate very well to others and display very positive attitudes to school.
- The teaching is consistently good, and frequently very good. As a result, pupils learn very quickly, achieving overall standards which are well above those normally found.

What could be improved

- The correction of pupils' written work.
- The way responsibilities are delegated to staff.

The areas for improvement will form the basis of the governors' action plan, which will be sent to all parents and carers of pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a good degree of improvement since the last inspection in November 1997. The school has tackled effectively the key issues identified then. Pupils of all abilities in Years 1 and 2 are now appropriately challenged, and they have good opportunities to carry out investigative work in science. The curriculum, facilities and resources for children in the Reception have improved significantly. Procedures for assessment have improved and there is a consistent approach to marking pupils' work, although teachers could do more through their marking to help pupils understand how to improve their writing. The school now has a better management structure and the role of subject co-ordinator has been developed effectively. There is still room for some improvement in the way responsibilities are delegated and staff are empowered to carry out their responsibilities. The quality of teaching has improved and academic standards have continued to rise, despite the very high turnover of pupils. The good quality of education and positive ethos of the school have been maintained.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			similar schools ¹	Key	
	all schools					
	1999	2000	2001	2001		
English	B	B	A	B	Very high	A*
Mathematics	A	C	A	A	Well above average	A
Science	A	C	C	D	Above average	B
					Average	C
					Below average	D
					Well below average	E
					Very low	E*

Since the last inspection, standards have risen at a similar rate to the national improvement trend, and the school continues to compare very favourably with other schools. In 2001, overall results at the end of Year 6 were well above the national average and were above average when compared to similar schools. The national test results at the end of Year 2 are also very positive and show steady improvement. In 2001, results were well above the national average in reading, above average in mathematics and average in writing. The overall results were average when compared to similar schools. Early indications from the 2002 tests show a slight improvement in reading and significant improvements in writing and mathematics. The school sets itself appropriately challenging targets and, generally, is successful in meeting them.

Although the range is wide, the overall level of attainment when children join the school is average. Children make good progress in the Reception, and virtually all reach the expected standards in each area of learning by the time they start Year 1. The inspection findings show that pupils achieve above average standards in English and mathematics by the end of Year 2 and well above average standards by the end of Year 6. Similar standards are achieved in many other subjects, and pupils are developing a good range of skills in information and communication technology. The very high turnover of pupils throughout the year makes life interesting, but not always easy, for the teachers. A significant number of pupils join Year 1, and some join Year 2, without any previous experience of school. Older pupils join having had very little previous science teaching, or having been taught very different methods in mathematics. The school copes extremely well with these complicating

¹ The school's results are compared both to the national average (ie the average of the results of all schools in England, where pupils took National Curriculum assessment tests at the end of Year 6) and to the average for similar schools (ie the average of the results for all schools whose pupils come from similar socio-economic backgrounds, determined by the eligibility of pupils within the school to receive free school meals).

factors and enables all pupils, and particularly those who join during the school year, to make very good progress and to achieve very well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes towards the school. They enjoy their lessons, participate enthusiastically in discussions, and take pride in their work. They particularly enjoy the many activities and visits that are provided for them, especially their residential visits.
Behaviour, in and out of classrooms	Good. The great majority of the pupils behave very well, both within lessons and around the school. Pupils are polite, courteous and helpful. A small number of pupils display some behavioural problems, and there is occasional misbehaviour at break-times, but staff deal with these incidents well. As a result, the school is an orderly and well-disciplined community, and any inappropriate behaviour rarely disrupts learning.
Personal development and relationships	Very good. The quality of relationships with the staff and amongst pupils is very good. Pupils respond in a mature and sensible manner to the responsibilities they are given. Pupils are confident, friendly and sociable. They have good self-esteem and respect the views of others.
Attendance	Satisfactory. The level of attendance for the current year is close to the national average. Given the mobile nature of the school's community, and the fact that many children miss school because of their parents' leave arrangements or to celebrate American national holidays, the attendance rate demonstrates pupils' commitment to and enjoyment of school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 and 2	Years 3 – 6
Quality of teaching	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The overall quality of the teaching is good, and there is a significant amount of very good teaching. The combination of good teaching, the very positive attitudes of the pupils, the very good range of additional learning opportunities and the high degree of care and attention provided by the teachers, results in pupils who make very good progress in their learning. All of the teachers demonstrate great commitment to their work and strive to create a high quality learning environment, with good quality displays which reflect the breadth of learning experiences and interest provided for pupils. The teachers cater well for pupils of all abilities, and are particularly successful at integrating newcomers, who frequently make rapid progress as a result of the help provided. More able pupils are provided with sufficient challenge to enable them to achieve above expectations in their National Curriculum tests, whilst lower attainers and pupils with special educational needs are given good quality support to help them make good progress towards the targets outlined in their individual education plans. The teaching of English and mathematics is good. Numeracy skills are developed soundly through aspects of work in other subjects. The quality of writing is improving as teachers focus their attention on this aspect of pupils' work, and many opportunities are provided for pupils to write about the interesting activities they are involved in. However, the teachers are not critical enough when marking written work and miss opportunities to show pupils how they could improve their writing, with the result that pupils carry on making the same spelling and grammatical mistakes. The teaching of information and communication technology skills is good, and pupils are developing a good range of skills which they use in different contexts.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school's curriculum amply fulfils statutory requirements. Pupils are provided with a very good range of learning opportunities outside normal lessons, including a variety of well-supported extra-curricular activities, visits to places of interest and residential experiences, all of which motivate pupils and enrich their time at school.
Provision for pupils with special educational needs	Good. Provision for these pupils is well organised and their progress is monitored carefully. Individual educational plans provide pupils with specific targets which are reviewed regularly. Parents are kept well informed of their children's progress. There is good liaison with the teachers from the United States, who attend to the needs of American pupils with statements of special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. The attention given to pupils' spiritual, social and moral development permeates every aspect of school life. Pupils are taught important core values and to have respect for all people. The seamless integration of pupils from diverse backgrounds and different nationalities greatly enriches pupils' cultural development.
How well the school cares for its pupils	Very well. This is a very caring school. The school provides many adventurous activities for pupils, but risks are carefully assessed and there is very good attention to pupils' health, welfare and safety. Staff know the pupils very well, and procedures for keeping track of their academic progress are improving.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very good leadership and manages the school well. The very good ethos within the school owes much to his direction and enthusiasm. Subject co-ordinators and senior staff fulfil their roles well, although responsibilities could be delegated more widely.
How well the governors fulfil their responsibilities	Governors fulfil their statutory obligations well. They are very supportive of the school, and understand its strengths and weaknesses. Because of the mobile population, governors' roles change frequently; the school could look for ways of providing a more effective induction for new governors and of including some American representation on the governing body.
The school's evaluation of its performance	Good. The school identifies appropriate areas for development, and the committed staff work hard to bring about improvement. All aspects of the school are monitored and evaluated regularly, although greater opportunity could be given to some subject co-ordinators to monitor teaching and learning within their subject areas.
The strategic use of resources	Good. Finances are managed effectively, and administrative procedures are efficient. There are appropriate plans for the use of the school's financial surplus. The school makes good use of its resources and understands the need to seek best value when purchasing products and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ● Their children enjoy coming to school. ● Their children are making good progress and are achieving good standards academically. ● The quality of the teaching is good, and teachers expect children to work hard. ● The school is very good at helping new children settle in quickly. ● Staff are very helpful if children have to miss school for any reason. ● The school is welcoming and works closely with parents. ● The school is led and managed well. ● There is a good range of additional activities. 	<ul style="list-style-type: none"> ● Behaviour at break-times. ● A few teachers are not as approachable as others.
<p><i>[The views of parents are based on those expressed by the 16 parents who attended the parents' meeting and the 101 parents (40%) who returned the parents' questionnaire, a few of whom also added their own written comments]</i></p>	

Whilst a small number of parents have some concerns about the school, the views of the great majority are overwhelmingly positive. Parents have mixed views on homework. Some would like more. Some do not want any. Generally, parents feel the school gets the balance about right. The inspection findings endorse this view, although homework is not set consistently in a few classes. Some parents would like to be better informed about the school's approach to teaching, for example, mathematics, although parents acknowledged that the school held an information evening for exactly this purpose, and very few parents turned up. A few parents feel they are not well enough informed about their children's progress, but most are very satisfied with the information they receive and comment that most of the teachers are very approachable. The inspection team agrees with all of the positive views expressed by parents. There is evidence to suggest some inappropriate behaviour at break-times, but the overall ethos of the school is very good, and pupils have a good understanding of how they are expected to behave.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The staff and pupils are particularly good at welcoming and integrating into this inclusive and friendly community a large number of new pupils who join the school at various stages during the year.

1. Trevisker Community Primary School caters for a very diverse population. It is unique in that it is the only UK primary school which has been chosen by the United States Navy to cater for the primary-aged children of its personnel. A sixth of the school's pupils are American citizens. A further third have parents who work for the Royal Air Force, stationed at the nearby base of St Mawgan. The remaining pupils, half of the school population, come from farms and villages within a 12-mile radius of the school, stretching as far afield as Wadebridge and Padstow in the north, to St Columb and Newquay in the south. Many of the 'local' pupils, therefore, have a long journey to school. A consequence of their parents working with the armed forces is that many pupils will spend only two or three years, or even less, at the school before moving on. This leads to a very high rate of pupil mobility, and over a third of the pupils join or leave the school each year other than at the normal times. Some pupils have attended many other schools before joining Trevisker. Together with those who join in the Reception and those who leave at the end of Year 6, over half of the school's population can change in any one year. During its journey from the Reception to Year 6, the current Year 6 class has had 102 different pupils, 74 of whom have left before finishing Year 6; only seven pupils in this class will have spent all of their primary education at Trevisker.
2. Because pupils come from many different backgrounds, their previous educational experience varies widely. Some American pupils join the school in Year 1, and even in Year 2, with no previous experience of attending a school. Some of the older pupils who join in Years 3 to 6 have had very little science teaching, and others are used to different ways of dealing with mathematics. Most of those who join at any stage after the Reception have experienced different approaches to teaching the National Curriculum or a different curriculum altogether, which can either leave gaps in their learning or, occasionally, lead to repetition of work they have previously studied.
3. The school has been conspicuously successful in dealing with this constantly changing situation. Parents comment appreciatively on how helpful the headteacher and staff are in helping their children to settle into school. Pupils are made to feel very welcome, and settle in quickly and happily. All of the pupils interviewed during the inspection said that they had been made to feel welcome when they arrived, not only by the staff, but also by other pupils. Because of such a high turnover of pupils, staff have become used to adapting their teaching and providing additional support for newcomers. However, the fact that they are used to dealing with so many new pupils does not detract from the extra time and effort that are required to help new pupils to settle into the school.
4. The quality of relationships between the staff and pupils is very good, and this helps new pupils to feel comfortable in their new surroundings when they join. Because of the emphasis given to personal development, pupils throughout the school are mature and sensible, confident, friendly and sociable. Such characteristics help them to welcome newcomers into their midst. The pupils themselves appreciate the richness which those from different backgrounds and cultures bring to the school, and they enjoy having new friends and learning of their experiences, even though they find it hard, at times, to see their friends leave when their parents are posted elsewhere.
5. The school provides good support for new pupils who have special educational needs. The school's own support systems are co-ordinated well, and teaching assistants provide much valuable help to the teachers in the classroom. There is also good liaison with teachers from

the United States, who attend to the needs of American pupils with statements of special educational needs. The quality of the school's educational provision is kept under constant review by the American authorities, who are pleased with this unique partnership and keen for it to continue.

The headteacher gives very good leadership and, with his hard-working and committed team of staff, has established a happy, vibrant and exciting learning environment.

6. Over the ten years in which he has had the responsibility of leading the school, and against such a diverse and constantly changing background, the headteacher has made Trevisker Community Primary School into a very good school. Not only does the school integrate so many new pupils so successfully, but it achieves standards which are well above the national average. The headteacher has welded together a team of teachers and support staff who work very well together. The stability of the staff team, and the hard work and commitment which all of them show, are testimony to the enjoyment staff derive from working within this environment. Discussions with staff confirm that they feel well supported and valued.
7. Through the school's development planning, the headteacher identifies appropriate priorities which are pursued with determination in order to improve what the school has to offer to its pupils. The headteacher has responded positively to previous criticisms that the school development plan contained too many objectives. It is now much more tightly focused and the main priorities for development are clearly identified. Under the headteacher's leadership, there has been a good degree of improvement since the last inspection. The key issues identified then have been tackled effectively. The curriculum, facilities and resources for children in the Reception year have improved significantly. There is now greater challenge in the work provided for pupils in Years 1 and 2. Procedures for assessment have improved and there have been good improvements in the quality of teaching.
8. New initiatives have been followed with vigour and enthusiasm. There has been considerable improvement to the school's provision for information and communication technology and a much greater emphasis on the use of new technology across the curriculum. The outcome of this is seen in the increasing skills of the pupils and their enthusiastic response when offered the opportunity to use the computer suite during their lunchtime.
9. The headteacher's vision places the happiness, well-being and development of the pupils at the centre of what the school does, but also helps to ensure that the school is a vibrant and exciting place in which to learn. Extra-curricular activities, school visits and residential trips play an important part in motivating the pupils. Before the inspection, younger pupils had visited a sea-life aquarium and had clearly been enthused by what they had seen. The visit resulted in some excellent pieces of writing by pupils in Years 1 and 2, as pupils were keen to express on paper what they had observed. The visit was also used as a starting point for work in other subjects. During the inspection, pupils in Year 5 were participating in a residential field trip, and spoke with great enthusiasm about their experiences when they returned. Pupils in Year 6 were equally enthusiastic about their residential visit and the adventurous activities in which they had participated. Such experiences not only motivate the pupils, but cement the already positive relationships between staff and pupils and create a very positive atmosphere for learning. Pupils in Year 6 talked about the way their most recent trip had helped them to develop confidence, how they had enjoyed facing physical challenges and of the self-esteem they had gained when successfully completing some physically challenging tasks. There is no shortage of pupils wanting to participate in the extra-curricular activities offered by the school. During the inspection, for example, a large number of pupils stayed behind one evening for rounders. Pupils in Years 3 and 4 talked of the clubs they had participated in and of the lunchtime arrangements which enable different groups of pupils to use the library, the computer suite and the play equipment on a rota basis.

The staff provide a very high standard of care, and cater very well for pupils' personal development. As a result, pupils behave well, relate very well to others and display very positive attitudes to school.

10. The very good attention given to pupils who join the school other than at the normal starting time is mirrored in the attention given to all other pupils. Bright, stimulating learning environments show pupils that their work is valued. With their attractive and well-presented displays, celebrating pupils' work, the classrooms are bright and lively places in which to learn. The pupils feel safe and secure. They enjoy their work, like their teachers and are happy in school.
11. School assemblies reinforce important values and emphasise the importance of living and working together in harmony. In an excellent assembly, taken by the headteacher, pupils' interest was maintained through a series of projected photographs of activities and initiatives in which the pupils had been involved and through some fascinating accounts of how the most unlikely creatures in the natural world live in harmony with each other. The working out in practice of the school's values is seen in the way in which pupils look after new arrivals, and testimony to its effectiveness is given by a pupil who commented that, of the many schools he had attended, this was the friendliest.
12. Personal, social and health education lessons provide opportunities for pupils to discuss matters of importance and to learn to value each other. In an excellent lesson for pupils in Years 3 and 4, one pupil was selected to be 'special'. Other pupils in the class took turns to say why this pupil was special. The ethos was positive, as pupils contributed thoughtfully and confidently, making good eye-contact with the recipient of their comments. Pupils in Year 1 commented in a very mature manner that they had learnt to say sorry if things go wrong, even if they don't think it is their fault. One pupil said, "It works, because the other person then says sorry and you are friends again."
13. Although there is occasional misbehaviour at break-times, there are initiatives to help others who find such occasions difficult. Designated playground friends are used well to integrate new pupils. The teachers are skilful at managing the pupils. In one class, for example, a potentially disruptive pupil was given responsibility for handing out resources, a task which he enjoyed and which enabled him to make a positive contribution for which he received praise. By the time they reach Year 6, relationships are so good and lessons have been learnt so well, that strategies to manage inappropriate behaviour are hardly necessary, and pupils get on with their work in a mature and sensible manner.
14. The education of all pupils is enriched through contact with the international community and the meeting of different cultures. Pupils learn to appreciate the differences in the way people speak and express themselves, and to understand different customs and practices. One of the days of the inspection fell on American Remembrance Day, and a pupil was asked to explain to the others in the class why this day was important. This not only raised the awareness of other pupils, but showed respect for those from other countries.
15. As a result of the positive input and ethos of the school, the pupils have very positive attitudes. They enjoy their lessons and participate enthusiastically in discussions. Pupils in Year 1 said they feel happy in school. Pupils in Year 3 loved the colourfulness of the school and the whole culture of support engendered through assemblies, teachers and friends. The great majority of the pupils behave very well, both within lessons and around the school. As visitors to the school, the inspection team found pupils to be polite, courteous, friendly and helpful. The school is an orderly and well-disciplined community, and pupils are very clear about what happens if they break the rules. Any untoward behaviour is generally as a result of "an argument in the playground over tiny things", as one pupil in Year 6 explained. In every class and every lesson, positive and friendly relationships are evident. One pupil commented, "Our teacher is cool. She really understands children. She gets on our level and talks about things

which we like.” A pupil in Year 4 summed the school up by saying, “This is a really sensible school!”

The teaching is consistently good, and frequently very good. As a result, pupils learn very quickly, achieving overall standards which are well above those normally found.

16. The very good leadership of the headteacher which sets the ethos for the school, the welcome which new pupils receive and which helps them to settle into school quickly, and the very good provision for pupils’ personal development which results in positive attitudes and very good relationships, all help to establish a very good environment for learning. The final ingredient of good quality teaching produces a cocktail which results in very good learning. Children enter the school with average levels of attainment, and many pupils entering part-way through their primary career have significant gaps in their previous learning. However, standards rise to above the national average by the end of Year 2 and to well above the national average by the end of Year 6.
17. Although only a small number of lessons was seen during the inspection, almost two thirds were good or better, and over a third were very good or better. A very good mathematics lesson for pupils in Years 1 and 2 encapsulated the most positive aspects of the teaching observed, as pupils worked together with the teacher, then in groups or on their own, and then drew together what they had learnt at the end of the lesson. The teacher was very well prepared and produced a very good variety of activities conducted at a brisk pace, which helped pupils to consolidate their understanding of coins and numbers. The pupils’ positive attitudes and willingness to participate ensured that they all made very good progress. As the lesson progressed, the teacher added further challenge to those who had mastered the initial concepts, and this ensured that all pupils were extended during the lesson. The classroom environment, and the behaviour and response of the pupils, showed very clearly that this was not a one-off demonstration lesson, but a normal occurrence.
18. Throughout the school, lessons are well planned and well prepared. In mathematics, there is now much less reliance on the use of commercially-produced worksheets than before, and more investigative work takes place. Planning indicates how teachers cater for different groups of pupils; this is particularly important in mixed-age classes, but also ensures that work is appropriate for pupils with special educational needs. In the Reception class, the planning indicates an appropriate balance of teaching and activities across the six areas of learning.
19. Lessons are managed well. A prompt start was made to a good science lesson in Year 3. Charts and learning objectives were on display as pupils entered the classroom. The introductory session quickly consolidated pupils’ learning from a previous lesson before moving on to a new learning point. The manner of delivery ensured that pupils stayed focused, listened attentively and were motivated to get on with their tasks. High expectations with regard to pupils’ behaviour and participation are evident. This is apparent throughout the school, and is reinforced well through the attention teachers give to the way they present their classrooms and handle pupils’ work. All classrooms contain attractive and carefully presented displays. Work which pupils complete on sheets of paper is carefully collated at the end of every term and bound together in a book which thus contains a record of what each pupil has achieved during the term.
20. Lively and imaginative teaching methods are in evidence throughout the school. An energetic rendition of a number rhyme, followed by brisk counting in 5s using a large number square, then ordering numbers using teddy bears and number-lines, reinforced children’s concepts of number in a good lesson in the Reception. In Year 4, an introductory session which involved pupils running in the playground with umbrellas to test wind resistance provided a good introduction to a lesson on forces. In a good history and geography lesson in Year 2, the teacher made the lesson come alive as she helped pupils understand what a typical holiday was like 50 years ago. A picnic basket with a thermos flask, an old deck-chair and other

artefacts helped to set the scene as pupils learnt about steam engines, lengthy journeys and the latest fashion in swimming costumes. Pupils' questions just kept coming.

21. Given the constantly changing nature of the school, pupils make remarkably good progress. The school's provision for its youngest children has improved since the last inspection, and children make very good progress in their personal, social and emotional development and good progress in other areas of learning. Most children achieve the expected standards by the time they start Year 1. Progress in Years 1 and 2 is very good and, by the end of the Year 2, standards in reading, writing and mathematics are above average. This very good progress continues through the school so that, by the end of Year 6, standards are well above average in English, mathematics and science. Pupils at Trevisker are prepared very well for the next stage of their education.

WHAT COULD BE IMPROVED

The correction of pupils' written work.

22. Although overall standards in English are well above average, the standard of pupils' writing is the weakest aspect of their work. The school has identified the development of writing as its major priority in the school development plan. Various initiatives have been implemented to help improve the quality of pupils' writing, and these are meeting with some success. The latest National Curriculum test results in writing at the end of Year 2 are likely to show an improvement on the previous year's results.
23. Teachers are good at encouraging pupils to write in Years 1 and 2. A scrutiny of pupils' work in Year 1 shows that pupils make rapid progress from producing short written statements at the start of the year to writing at length and with imagination two terms later. Similar progress is evident in Year 2, where pupils are willing to have a go at writing, even when they do not know how to spell a word. As pupils move through the school, the teachers provide many opportunities for pupils to write about the interesting activities they are involved in. By the time they reach Year 6, the more able pupils express themselves well and show the ability to write in different styles and for different purposes.
24. However, throughout the school, the quality of pupils' writing is let down by inaccurate spelling and, among middle and lower attaining pupils, by careless forms of expression. The teachers are consistent in their approach to marking pupils' work and frequently write encouraging comments. However, they appear to be reluctant to mark pupils' work as incorrect, to be critical or to point out ways in which the pupils could improve their work. Examples were observed in which the teacher had commended a pupil's work as being 'excellent' or 'very well done', whilst the work still contained many errors. Even when suggestions are given as to how pupils could improve their work, or spelling mistakes are corrected, there is little evidence to show that pupils go back over their work to learn from their mistakes and to make improvements.
25. Even less attention is paid to the correctness of pupils' writing when they produce written work for subjects other than English. Pupils' writing for other subjects, such as written accounts of investigative work in science or factual writing in history, frequently contains more errors than the work produced in English lessons. In their marking, however, teachers' comments generally only ever refer to the subject-specific content; incorrect English is rarely corrected, with the result that pupils perpetuate errors and are given the impression that the quality and accuracy of their writing are unimportant.
26. Teachers are not rigorous enough in marking pupils' work and do not point out where pupils have made errors or give sufficient suggestions as to how they can improve their work. Moreover, they do not ensure that pupils revisit work which has been corrected in order to learn from their mistakes.

The way responsibilities are delegated to staff.

27. A key issue for action from the last inspection was for the school to implement a better management structure. Some progress was made in rectifying this issue, and the school adopted a better structure and clarified the role of the subject co-ordinator. An external assessment report at the end of 2000 indicated that the line management structure within the school was still not very clear, as the headteacher was the team leader for everyone, and this had led to an inconsistency in the responsibilities of senior staff for managing and developing groups of staff.
28. Whilst the headteacher has provided the school with very good leadership, which has resulted in Trevisker becoming a very good school, there is still untapped potential for further development and improvement because responsibilities are not yet delegated as effectively as they could be. Because of an injury, the headteacher was absent for much of the second half of 2001. During this time, staff who had not previously assumed much responsibility were required to ensure that the school continued to run smoothly. They rose to the challenge, and governors commented on how well they undertook their tasks.
29. The headteacher has taken note of how effective some staff have been when they have been required to assume greater responsibility. Since his return, initiatives, such as developing a better system to track the progress of individual pupils, have been delegated to other staff. Despite such improvements, more could be done to develop the leadership potential of all staff and to help them become more effective leaders within their various areas of responsibility. Subject co-ordinators are still not entirely clear as to how far their responsibilities extend and how much authority they have to implement new ideas. Although all aspects of the school are monitored and evaluated regularly, co-ordinators do not yet play a significant part in monitoring teaching and learning within their subject areas. The governors and headteacher need to review how effectively tasks are delegated, to clarify the responsibilities which staff have been given, and to ensure that staff are given the time, resources and authority to carry them out.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. In order to improve the quality of education provided and the standards pupils achieve, the governors, headteacher and staff should work together to:

- i. improve the quality of pupils' writing* even further, by paying greater attention to the way written work is corrected. In particular, they should:
 - help pupils to see where they are making mistakes and how they could improve their written work;
 - ensure that teachers make the most of opportunities to develop pupils' writing skills through the written work they produce for subjects other than English.

[paragraphs 22-26]

- ii. ensure that tasks and responsibilities are delegated more effectively, and that staff are given the necessary time, resources and authority to carry out their delegated roles.

[paragraphs 27-29]

* This issue has already been identified as a priority in the school's development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of formal discussions with staff, governors, other adults and pupils [In addition to this figure, there were many informal discussions with staff, other adults and pupils]	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	6	8	0	0	0
Percentage	5	29	29	38	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents around five percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	–	254
Number of full-time pupils eligible for free school meals	–	12

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	–	5
Number of pupils on the school's special educational needs register	–	34

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	48
Pupils who left the school other than at the usual time of leaving	35

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.8	School data	0.0
National comparative data	5.6	National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	18	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	17	19
	Girls	16	16	17
	Total	32	33	36
Percentage of pupils at NC level 2 or above	School	86 (95)	89 (92)	97 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	19
	Girls	16	16	17
	Total	33	34	36
Percentage of pupils at NC level 2 or above	School	89 (95)	92 (97)	97 (100)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	14	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	20
	Girls	13	12	11
	Total	33	32	31
Percentage of pupils at NC level 4 or above	School	97 (86)	94 (79)	91 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	20
	Girls	13	12	12
	Total	33	32	32
Percentage of pupils at NC level 4 or above	School	97 (86)	94 (77)	94 (92)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	9
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	215
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.6
Number of pupils per qualified teacher	21.9
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	160.25

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	574,420
Total expenditure	568,272
Expenditure per pupil	2,128
Balance brought forward from previous year	43,659
Balance carried forward to next year	49,807

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	256
Number of questionnaires returned	101
Percentage of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	36	2	0	0
My child is making good progress in school.	57	39	2	0	2
Behaviour in the school is good.	52	39	6	1	2
My child gets the right amount of work to do at home.	40	47	10	3	1
The teaching is good.	62	35	2	0	1
I am kept well informed about how my child is getting on.	46	42	11	0	1
I would feel comfortable about approaching the school with questions or a problem.	67	29	2	1	1
The school expects my child to work hard and achieve his or her best.	67	30	3	0	0
The school works closely with parents.	47	44	6	2	2
The school is well led and managed.	56	39	2	1	2
The school is helping my child become mature and responsible.	58	37	3	0	2
The school provides an interesting range of activities outside lessons.	49	40	6	1	3