



Trewirgie Infant School

Inspection Report

Unique Reference Number 111843
LEA Cornwall
Inspection number 278793
Inspection dates 27 June 2006 to 28 June 2006
Reporting inspector Melvyn Hemmings AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Infant	School address	Trewirgie Road
School category	Community		Redruth
Age range of pupils	3 to 7		Cornwall TR15 2SZ
Gender of pupils	Mixed	Telephone number	01209 216111
Number on roll	315	Fax number	01209 215212
Appropriate authority	The governing body	Chair of governors	Mr Bill Mayhew
Date of previous inspection	25 September 2000	Headteacher	Mrs P Sharpe

Age group	Inspection dates	Inspection number
3 to 7	27 June 2006 - 28 June 2006	278793

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Trewirgie is a larger than average infant school. Most children start school with attainment below that expected for their age. The proportion of pupils who are eligible for free school meals is below average. The percentage of pupils with learning difficulties is below average. Most pupils are of White British heritage with very low numbers whose first language is other than English. Only one pupil is at an early stage of learning English. Major building work has recently much improved the learning environment for most pupils.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school evaluates its overall effectiveness as good and inspectors agree. It provides a good education for all its pupils. The school has good links with the community and is well supported by parents. It gives good value for money.

Teaching and learning are strong throughout the school and enable pupils of all abilities to make good progress. Quality and standards in the Foundation Stage are good. By the end of Year 2, most pupils reach high standards in reading, writing, mathematics and science. The curriculum is good and enriched by a wide range of extra activities. Pupils have positive attitudes and enjoy coming to school. Personal development is good, encouraging pupils to have healthy lifestyles and to be aware of how to stay safe, but there are limited opportunities for pupils to give their views about the school. The pastoral care of pupils is a strength and highly valued by parents.

Leadership and management are good. The headteacher and senior management team have correctly identified the school's strengths and weaknesses. For example, it is recognised that assessment procedures are not rigorous enough and the role of some co-ordinators requires further development. There has been good improvement since the previous inspection and the school is well placed to move forward.

What the school should do to improve further

- Develop the role of some co-ordinators to more effectively monitor teaching and learning in their subjects.
- Improve the school's assessment procedures to more effectively check pupils' progress towards their challenging targets.
- Provide more opportunities for pupils to give their views about the school.

Achievement and standards

Grade: 2

Most pupils, including the most able and pupils with learning difficulties and disabilities, achieve well in relation to their capabilities and reach high standards by the time they leave the school.. This is as a result of consistently good teaching in all year groups.

Most children start their education with attainment below that expected for their age. They make good progress in the Nursery and Reception classes particularly in their personal, social and emotional development. Because children settle quickly into school routines and develop self-confidence and independence, by the time they enter Year 1, most reach the level expected of them in all areas of learning. Pupils continue to make good progress through Years 1 and 2 as they work towards the challenging targets set for them. Teachers ensure pupils are given work that builds effectively on previous learning. This enables pupils to use what they already know and understand in their activities. By the end of Year 2, standards are above average in reading, writing and mathematics. The number of pupils reaching the higher level in all three areas is

above average. Standards in science are also above average because pupils have many opportunities to develop their investigative skills.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral and cultural development, is good. Pupils enjoy school and show positive attitudes to their work. They say that, 'teachers make our lessons fun'. Their behaviour is good in lessons and around the school. Pupils have a good understanding of right and wrong, and show respect and care for other pupils and for adults. They have good appreciation of local cultural traditions gained through participation in activities such as the Murdoch Day celebrations. They also show a good awareness of the values and beliefs of other cultures. The school has worked successfully to improve attendance and this is now average.

Pupils show a good awareness of how to stay safe and know the importance of adopting a healthy lifestyle. They say there is very little bullying at school and that when it occurs it is dealt with effectively. Pupils are happy to take on a variety of responsibilities within the school community such as being class monitors for registers and fruit. The school acknowledges there are limited opportunities for pupils to give their views about the school although there are some examples of pupils influencing decisions, such as a Years 1 and 2 working party involved in planning a new playground. Pupils make a good contribution to the wider community, for example, by giving harvest gifts to local charities. They are prepared well for their future life through the good standards reached in literacy and numeracy and in the skills they gain in working collaboratively in groups.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are consistently good and enable pupils to achieve well. The quality of learning in the Nursery and Reception classes provides children with a good start. Expectations are high and activities are motivating, despite limitations of accommodations in the nursery. This was seen in an outstanding lesson in Reception when children excitedly investigated some properties of light. In Years 1 and 2 careful planning ensures consistently good teaching for both classes.

Teaching is being further improved by developing relevant links between subjects and the greater use of information and communication technology (ICT). These developments make learning interesting and enjoyable. Pupils are challenged with work that is generally well matched to their needs, so that individuals, including those with learning difficulties and those who are more able, are supported to make good progress. On a small minority of occasions, however, higher attaining pupils are not fully stretched in mathematics. Progress in reading, writing and mathematics is

monitored well from term to term but in other areas progress is not checked so systematically. Teachers and teaching assistants work together well to provide effective support for pupils.

Curriculum and other activities

Grade: 2

The good curriculum meets the needs of all pupils effectively. Stimulating and well planned activities contribute to children's good progress in Nursery and Reception and throughout the school. Links between subjects make learning relevant to pupils. More opportunities for pupils to develop their problem-solving skills have been successfully introduced in mathematics. Increased opportunities to use ICT, such as, in map work in geography and designing a vehicle in design technology lessons have improved pupils' learning. Good local links, including the preparation of a large paper fish for carrying at a celebration, visits to suitable Cornish locations and displays of important events in Cornish history, all help to interest pupils. Although not fully established, the school's increased focus on creativity and enjoyment is helping to further improve the curriculum. Children enjoy a wide range of clubs, including French, ball skills and recorders.

Care, guidance and support

Grade: 2

Pupils are provided with good care, guidance and support. The friendly atmosphere and personal care they receive support their good achievement. Systems for ensuring pupils' safety, well-being and child protection are effective. Pupils say they feel safe and secure in school.

Improved monitoring procedures allow teachers to check pupils' progress well from year to year and information is carefully used to set individual targets, particularly in English and mathematics. These systems are not as well developed in other subjects. Pupils with learning difficulties and disabilities and those who are vulnerable are effectively supported and they do well. There are close links between the school, outside agencies and social services to ensure their individual needs are met. Good arrangements are made for the one pupil at an early stage of learning English. Parents are strongly supportive of the school and its work. They particularly value the support given to families when personal problems could affect a child's learning and also the success of the work with pupils who have specific speech and language problems.

Leadership and management

Grade: 2

Leadership and management and the school's capacity to improve are good. There is a clear emphasis on enabling all pupils to achieve as well as they can. The headteacher has a good awareness of the needs of the school and has introduced and led a variety of initiatives to successfully improve provision. The senior management team has been

reorganised and now has a good overview of the school's strengths and the areas that require development. This is reflected in the school's accurate self-evaluation.

The procedures to monitor teaching and learning in English and mathematics are good. They are less effective in other subjects, with the role of co-ordinators not yet fully developed in this area. Performance management is good, being linked well to school improvement and staff professional development. The governing body makes an effective contribution to the work of the school and has worked well with staff to devise a new prospectus which is easier for parents to understand. Some parents expressed concern at the possible adverse effect of long term staff absences on pupils' progress. However, this situation has been managed well and assessment data shows that pupils make good progress in all classes. Apart from the dated nursery classroom, which is detached from the school, the recently improved accommodation provides a stimulating learning environment.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you so much for the way you welcomed us into your school. We really enjoyed talking to you and finding out about all the things that you do. We would like to let you know that we found your school to be a good one.

These are the things that are especially good:

You are well behaved and have good attitudes to your work.

All adults work hard to help you make good progress and achieve good standards.

The staff take good care of you.

Your school is a very friendly place.

There are lots of school clubs that you can join.

How we think your school could make things even better for you:

Help some teachers who lead subjects to know more about how well you are learning.

Check the progress you make more carefully so you can do even better.

Give you more chance to give your views on the school.

Thank you once again for being so friendly and helpful.