

Treloweth Community Primary School

Inspection report

Unique Reference Number	111853
Local Authority	Cornwall
Inspection number	289074
Inspection dates	10–11 July 2007
Reporting inspector	Faysal Mikdadi

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	377
Appropriate authority	The governing body
Chair	Neill Wood
Headteacher	Karen Brokenshire
Date of previous school inspection	1 January 2002
School address	Higher Broadlane Redruth TR15 3JL
Telephone number	01209 216192
Fax number	01209 210107

Age group	4-11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Treloweth Community is a large primary school. The proportion of pupils entitled to free school meals is higher than average and the proportion of pupils with learning difficulties and/or disabilities is significantly higher than average. Almost all pupils are from White British backgrounds, with very few from minority ethnic backgrounds. Attainment on entry is exceptionally low, particularly in the children's social and communication skills.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Treloweth is a good school. It provides its pupils with a good education which parents are pleased with, as is shown by one typical comment: 'As a parent, I feel extremely fortunate to know that my child is being educated in such a good school'. The school is well led and managed. Its main strength lies in the way that everyone shares the same vision for improving pupils' life chances. A good monitoring and evaluation system allows leaders and governors to identify strengths and weaknesses and to have well-informed priorities for improvement. The school's focus on raising standards, especially the pupils' social, language and learning skills, has paid off. Standards rise from the exceptionally low starting points on pupils' entry to the school and, although they are still below average by the end of Year 6, this represents good and sustained progress. The school rightly recognises that more needs to be done to raise standards further, especially in writing, where there are weaknesses in spelling and grammar. Personal development and well-being are good. Pupils greatly enjoy their education in what they feel is a safe, warm, welcoming and attractive environment. Their behaviour is outstanding. They are routinely courteous, considerate and polite with each other and with the adults around them. They have many opportunities to do interesting things both in and out of the classroom. Their very good attitudes to learning underpin their academic progress. The quality of care, guidance and support is good and makes an important contribution to the pupils' sense of security and the growth of their self-esteem. They are consistently encouraged to live healthy lives, with a strong and successful focus on liaising with their homes to support this aim. The pupils' good personal development and academic progress prepare them well for their future. The quality of teaching and the curriculum are good. The teaching is well informed, based on very good relationships with pupils and effectively supported by classroom assistants. Care is taken to match the work to the points pupils have reached in their learning. The school's policy for marking and assessing work is not consistently implemented so that pupils do not always know clearly enough how they can improve their work. The pupils enjoy the extensive range of extra-curricular activities outside the classroom. Provision for those in the Reception Year is also good and consequently children make quick progress in settling into school and, especially, in developing their social and language skills. As a result of the school's effective leadership, the commitment of its united staff and governors, and the progress made to date, the school's capacity for improvement is good.

What the school should do to improve further

- Improve standards across the school, especially standards in writing, so that pupils write with fewer spelling and grammatical errors.
- Ensure that the school's marking and assessment policy is used consistently so that all pupils have a clear understanding of how to improve their work.

Achievement and standards

Grade: 2

Pupils achieve well across the school. This is the result of good teaching, an interesting and lively curriculum and the effective monitoring and tracking of progress. Parents recognise the good progress their children are making and are extremely supportive of the school. When children join the Reception Year they settle quickly and make good progress from their exceptionally low starting points. Their academic standards remain well below the national averages in their earlier years but there is a sustained narrowing of the gap as the pupils move

through the school. By the time that reach Year 6, progress quickens somewhat, as the pupils develop the skills and confidence to take greater strides in their learning. While standards do not reach the national levels by the time they leave, the pupils have achieved well. Pupils with learning difficulties and/or disabilities achieve as well as others. Standards have been on a rising trend since 2004, and this continued in the most recent test results in 2007. Current standards indicate that the ambitious targets set for 2008 are realistic. The school's success is seen particularly in the way that pupils' social and language skills improve so much. By the time that pupils move on to the secondary school, one in four is singled out for a Year 7 Academic Achievement Award. Although the school has worked hard to improve the quality of language, the most marked improvements have been in speaking, listening and reading. Writing is still a weakness, with pupils' writing showing many spelling and grammatical errors.

Personal development and well-being

Grade: 2

Pupils much enjoy coming to school. As a result of innovative strategies, attendance has improved significantly, although it is still slightly below the national average. Standards of behaviour have improved and are now excellent. Pupils say, 'This school does not tolerate bullying and most children are kind and friendly'. The very effective support for pupils' personal and social development results in them having very positive attitudes to learning, working hard and enjoying their lessons. Pupils make a good contribution to the school and wider community, for example, helping in school and supporting their peers to get on well together and learn productively. Community initiatives, links with local enterprises and Year 6 work on business enterprise with the local secondary school prepare pupils well for their future wellbeing in the adult world. Pupils' courteous consideration of other enables all of them to feel safe. They have a good understanding of how to stay healthy and they put this into practice through their physical activities and by eating healthily. Pupils' spiritual, moral, social and cultural development is good overall. Spiritual development is outstanding and it has a significant impact on improving the pupils' feelings of self-worth. The nurturing ethos which encourages pupils to develop confidence and self-esteem has a very positive impact on their overall development. Pupils respond well to local cultural initiatives and are also sensitive to the different cultures.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good with some outstanding features. In all classes learners are well motivated, make good progress and show good attitudes to their work. Pupils are aware of their long-term targets but their work is not consistently marked and assessed for them to be always fully aware of the next steps in their learning. Teachers have secure subject knowledge, explain tasks clearly and develop good working relationships with pupils. As a result, pupils are usually confident about tackling their work and eager to learn. Where teaching is outstanding, pupils are challenged to work hard and often to take responsibility for their own learning by working independently and collaboratively. Staff are constantly looking for ways to improve pupils' achievement and adapt their teaching styles to do this. They recognise that they need to give more attention to the accuracy of the punctuation and grammar in pupils' writing. Teaching in the Foundation Stage is good, keeping pupils actively engaged and ensuring good progress is being made.

Curriculum and other activities

Grade: 2

The school provides a broad and interesting curriculum which is well supported by the extensive range of extra-curricular activities. Links between subjects make work more relevant and interesting for pupils. Able pupils benefit from an increased awareness of their needs, with more challenging tasks being provided. Enrichment activities extend pupils' learning beyond the classroom and make a good contribution to their personal development. The introduction of Spanish helps to develop cultural understanding and offers pupils the chance to use another language, which they do regularly around the school. The Foundation Stage curriculum is effective but children do not have enough opportunities to choose their own tasks and work as independently as happens in the rest of the school.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Parents and children are overwhelmingly enthusiastic about the school. A pupil said, typically, 'If you have a problem, the teachers will help you resolve it'. A wide range of strategies, tailored to pupils' individual learning and emotional needs, enables pupils throughout the school to develop confidence and self-esteem and this is having a very positive impact on their achievement. Pupils feel very safe and secure in school and there are rigorous child protection arrangements to support children at risk. The school has excellent links with parents and local medical and support agencies, which enables them to address any issues very promptly. Tracking of pupil attainment ensures work is normally appropriate for all abilities. However, pupils do not always know what they need to do next in order to improve their work further.

Leadership and management

Grade: 2

Leadership and management at all levels are good. The headteacher gives a very good lead in the drive to improve standards. She, her senior managers, staff and the governors work well together to ensure that pupils achieve well. Parents and other stakeholders speak well of the school's leadership. Leaders share a clear vision for improving standards with everyone working in the school and, as a result, pupils make good progress. Planning is effective in responding to priorities for improvement based upon a good understanding of the school's stronger and weaker features. Subject coordinators contribute well to the school self-evaluation as well as to long-term planning. The strength of the school's monitoring of its performance and its planning is shown in the consistent focus since 2004 on improving social and language skills. The strategies have met with considerable success in raising standards in these areas. The improvements in the pupils' behaviour and their attitudes to learning have been greatly helped by the leadership's drive to create outstanding links to all those involved in the children's lives. The school has been less successful in promoting accuracy in writing or ensuring that its marking and assessment policy is consistently implemented. Governors know the school well and are heavily involved in monitoring its work. For example, they have recently monitored the school's implementation of its vision statement in all areas of its work. Consequently, governance is good.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

- 12 July 2007 Dear Pupils Treloweth Community Primary School, Redruth, Cornwall TR15 3JL
Thank you very much for welcoming us to your school during our recent visit. We enjoyed talking to you. We also enjoyed listening to your singing in the rehearsal for the school production. You told us that you enjoyed your school. We can see why. Yours is a good school.
- You make good progress in your work.
- You do well in developing your personal qualities and you are kind and polite with each other.
- Your behaviour in and out of the classroom is excellent.
- You greatly enjoy coming to school.
- The teaching, the curriculum and the way that adults care for you are good.
- Your headteacher and all the adults that work in your school work very hard to help you learn well.
- Your school is excellent at working with your parents, other local schools and the many adults who visit your school. We have suggested the following two things that the school needs to improve.
- The standards of your work, especially in writing, are not as high as they could be. You need to learn to make fewer mistakes in your writing.
- Your teachers do not always mark and assess your work so that you know exactly what to do to improve. Once again, thank you for making our visit so enjoyable. We wish you the very best for the future. F H Mikdadi Lead inspector