

Trenance Infant School

Inspection report

Unique Reference Number	111886
Local Authority	Cornwall
Inspection number	289088
Inspection dates	8–9 May 2007
Reporting inspector	Peter Clifton

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number on roll	
School	350
Appropriate authority	The governing body
Chair	Lesley Clark
Headteacher	Wendy Pickering
Date of previous school inspection	9 October 2001
School address	Trenance Road Newquay TR7 2LU
Telephone number	01637 874532
Fax number	01637 874532

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average school serving the coastal area of Newquay. There are 12 classes. At the time of the last report, children came into the school with skills and abilities which were below those expected. The school has recently seen a rise in standards on entry to a point that they are now broadly average. The proportion of pupils with learning difficulties and disabilities is below average. Most pupils are of White British heritage.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Trenance Infant School is a satisfactory school with some good features. The school provides a very caring and supportive environment in which the pupils learn happily and grow considerably in maturity. Pupils' personal development and well-being are good as a result of the school's effective personal and social education programmes and the individual support provided by adults. Parents very strongly support the school and recognise its strengths. Several comment on the helpful and friendly staff. One noted, for example, that 'individual class teachers are kind, caring and thoughtful'. Pupils' spiritual, moral and social development is good. Pupils have mature attitudes for their age and celebrate each other's efforts through nominating a 'pupil of the week'.

Attendance in the school was unsatisfactory at the time of the previous report and remains below average. A main reason for this is because pupils are being taken on extended holidays or family visits. However the most recent figures show improvement and absence is followed up carefully by the school.

Pupils' achievement and progress are satisfactory and overall standards are average. Children come into school with a wide range of abilities across the areas of learning that are broadly as expected but below expectations in communication, language and literacy. They settle quickly, growing in confidence because of the good provision and are currently reaching above average standards by the time they enter Year 1. Pupils reach average standards by the end of Year 2 and make satisfactory progress from their starting points at the end of the Foundation Stage. The current picture shows that standards are improving in Year 2, particularly in writing, which has been a key focus for development within the school.

Teaching and learning are satisfactory, pupils are well managed and lessons grab pupils' interest because the good curriculum is interesting and made relevant to the pupils. Practical activities and visits out locally feature strongly. However, teachers' expectations about what pupils can achieve are not consistently high enough, particularly of the more able pupils and, as a result, pupils do not always produce their best work. Overall, the quality of care, guidance and support is satisfactory. Pastoral support is good and academic guidance is satisfactory. There are inconsistencies in marking work. In some classes, teachers' comments provide clear 'next steps' for the pupils, whilst in others these are rare. Pupils have targets for improvement but they do not know these very well. This is because they are not being used regularly enough in lessons.

Leadership and management are satisfactory. The headteacher provides a strong lead in ensuring that pupils' personal needs are met. Leaders know the broad areas of the school that need to be improved, but have not undertaken the detailed analysis of performance information necessary to inform new initiatives. Monitoring to help teachers to improve their work is not always sharp enough. The school's systems for monitoring and evaluating the progress made by pupils are satisfactory.

What the school should do to improve further

- Sharpen planning for improvement through the better use of performance information to identify areas that need to be improved.
- Improve the systems for checking the quality of teaching, in order to target weaknesses more robustly and ensure consistency from class to class.

- Strengthen pupils' knowledge of what they need to do to improve by using their targets for improvement on a more regular basis. A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement is satisfactory and overall standards are average. The recently improving attainment on entry to the school is because of strengthened links with pre-school providers and a greater proportion of children benefiting from pre-school provision. As a result, these children are currently reaching standards that are above those expected across all the areas of learning by the end of the Foundation Stage.

For the past three years standards have been average. The results of the Year 2 national tests in 2006 show that standards were average in reading, writing and mathematics. This group of pupils made satisfactory progress from a broadly average starting point at the beginning of Year 1. Overall pupils with learning difficulties and disabilities make satisfactory progress in relation to their starting points.

Personal development and well-being

Grade: 2

Pupils say that they enjoy school and like their lessons. Nearly all parents agree and comment that their children are happy. Pupils try hard in lessons and are well behaved and polite. They are curious about visitors coming into lessons and confident enough to ask them questions and tell them about themselves.

Pupils feel safe in school and are considerate towards each other. They are aware of the need to keep themselves healthy and, for example, are careful about washing their hands before having their lunch. Pupils are developing a good understanding of the benefits of exercise and eating well. They regularly drink water and eat healthily at lunchtimes. Pupils enjoy the morning 'wake and shake' activities.

There are satisfactory opportunities for pupils to take on responsibility and contribute to the school community. Pupils contribute to raising money for charity and in helping a pupil with specific needs. They feel that they are listened to but have limited opportunities to express their views collectively. Overall, taking into account their satisfactory academic achievement, pupils are satisfactorily prepared for junior school.

Quality of provision

Teaching and learning

Grade: 3

Across the school relationships are good. All teachers manage pupils well and deal with issues that may arise sensitively. Teaching assistants work well with the teachers in supporting individual or groups of pupils.

Teaching in the Foundation Stage is good. Teachers encourage the children to be independent in their learning and provide a good range of purposeful activities which hold their interest and

enthusiasm. In one class, questioning to encourage the pupils to think for themselves was outstanding.

In Years 1 and 2, planning usually meets the needs of different pupils. However, provision for some pupils and particularly the more able, is inconsistent. Teachers' expectations of what pupils can achieve are not always high enough. For example, teachers often share with the pupils 'what I am looking for' but do not consistently match these to groups of pupils with different needs and abilities. There are missed opportunities to refer to pupils' individual targets. In some lessons pupils are not moved on quickly enough and they spend too long completing tasks that are too easy.

Curriculum and other activities

Grade: 2

In the Foundation Stage, teachers use a wide range of strategies to encourage children to become independent learners and develop thinking skills. Good use is made of both the stimulating classroom resources and the outdoor learning environment. In Years 1 and 2, independent learning is further developed through good opportunities for pupils to investigate and solve problems.

Good provision for personal, social and health education results in pupils who are kind and show consideration for others. Teachers' planning is beginning to make better links between subjects through a thematic approach, although opportunities for the pupils to extend writing skills are not always exploited sufficiently. The curriculum actively promotes keeping fit and eating healthy foods. Very good use is made of the local area with children regularly taking 'Welly Walks'. There is a good range of other visits and visitors to the school and many other enrichment opportunities.

Care, guidance and support

Grade: 3

The school takes good care of pupils and pupils feel valued and safe. From the Foundation Stage onwards, children are successfully encouraged to develop confidence and self-esteem. Effective arrangements are in place for child protection and safeguarding children and there are very good links with parents, carers and support agencies. The high expectations of behaviour and good relationships throughout the school enable pupils to work and play together without fear of bullying or harassment. Adults promote positive attitudes and tolerance. The school works closely with external agencies to chase up reasons for absence and rewards good attendance appropriately through certificates and prizes.

The monitoring and support of pupils' academic progress is satisfactory. Procedures for tracking pupils' progress and working towards individual targets are developing but are not used well enough by teachers in lessons. In some classes marking identifies 'next steps' which are followed up in subsequent pieces of work but this practice is inconsistent. Pupils with learning difficulties and disabilities are often given good support.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher's strong pastoral leadership comes from her good knowledge of each individual child. However, the lack of detailed analysis of performance information has resulted in school development planning that is not sufficiently clearly focused on priorities for raising standards and achievement. Leaders are aware of inconsistencies in teaching but weaknesses have not been followed up with sufficient rigour.

After a period of significant staff change, a new deputy headteacher and assistant headteacher are working enthusiastically with the headteacher and middle managers on new initiatives to raise standards. This is beginning to make a difference, for example, in improved writing standards. The school's capacity to improve is satisfactory.

There are many new governors. Although some ask challenging questions and regularly visit the school, they are not sufficiently clear about the school's improvement priorities and how these are being addressed.

The school makes good efforts to obtain the views of parents and address their concerns. There are effective working partnerships with other agencies to support pupils with learning needs and disabilities and vulnerable children.

Annex A

Inspection judgements

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

Achievement and standards

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

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	2
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	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	3

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Text from letter to pupils explaining the findings of the inspection

Dear Pupils,

Trenance Infant School, Trenance Road, Newquay TR7 2LU

Thank you for our very warm welcome to your school. We enjoyed talking to you in lessons and during your playtimes and were very impressed with how friendly you were. We think your personal development and the curriculum are good. You gave us a lot of valuable information and this was a great help to us. We think your school looks after you well and is giving you a satisfactory quality of education to enable you to make satisfactory progress and reach average standards. We found that the teaching, and the care, guidance and support you are given are satisfactory. The school is led and managed satisfactorily.

What we most liked about your school:

- You get off to a good start in the Foundation Stage.
- Your teachers make sure that you are kept safe.
- You have positive attitudes to learning and you behave well.
- You develop your skills well and learn more through visits to different places and in after school clubs.
- You have a good understanding about how to stay healthy.
- Your parents support the school well.

We found that improvements are needed and have asked your headteacher and others to:

- improve how they plan to make the school better
- provide better support to teachers so that they can improve their work
- help you understand better what you need to do to improve.

We hope your school continues to improve.

Yours faithfully,

Peter Clifton Lead Inspector