



# Trevisker Community Primary School

## Inspection Report

**Unique Reference Number** 111923  
**Local Authority** Cornwall  
**Inspection number** 289104  
**Inspection date** 13 February 2007  
**Reporting inspector** Alexander Paul Baxter

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

<b>Type of school</b>	Primary	<b>School address</b>	Warwick Crescent
<b>School category</b>	Community		St Eval
<b>Age range of pupils</b>	4-11		Wadebridge PL27 7UD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01841 540363
<b>Number on roll (school)</b>	139	<b>Fax number</b>	01841 540119
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Steve Richards
		<b>Headteacher</b>	Rosalyn Adams
<b>Date of previous school inspection</b>	1 May 2002		

<b>Age group</b> 4-11	<b>Inspection date</b> 13 February 2007	<b>Inspection number</b> 289104
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Trevisker School is of average size and receives pupils from a wide area. A significant, but reducing, number of pupils come from Royal Air Force and United States Naval families. The number of pupils now attending is almost half the number found at the time of the last inspection. There is a very high rate of pupil mobility. A below average number of pupils are eligible for free school meals. The overall proportion of pupils with learning difficulties is average. The proportion of pupils from minority ethnic groups is above average and few pupils have English as an additional language. Children's attainment on entry varies, but generally matches that expected for their age. The school is currently led by an acting headteacher while the substantive headteacher is seconded to another school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school that continues to provide a good quality of education for its pupils during a particularly uncertain period caused by the relocation of service families, over which the school has no control. The school sustains a happy, friendly, vibrant learning environment. This is a significant achievement, given the rapid reduction in pupil numbers. Leadership and management are good. The acting headteacher, with wise counsel from the chair of governors and close communication with the substantive headteacher, is managing change effectively. Other staff and governors give their full support. Selfevaluation is good and enables leaders and managers to take the necessary action to sustain pupils' achievements. The school has excellent links with parents, the local community and with outside agencies. The close cooperation with the United States Department of Defence Schools is particularly effective in nurturing pupils from service families. Staff provide good care, support and guidance for the pupils. This is evident in the pupils' good personal development and well-being. Pupils enjoy school and attend well. They share excellent relationships with each other and with staff. This helps them to mix happily together and develop self-confidence. Parents are very appreciative and say, 'Staff are welcoming and approachable. They are very willing to listen and take action if we have any concerns'. Provision for children in Reception is good and they make a good start in their education, especially in developing good attitudes to learning. Although the number of pupils from service families has fallen, many of the older pupils in the school have already experienced learning in several different schools. Pupils achieve well at this school. Standards are slightly above average in Year 6. Many of those who stay longest in the school reach above average standards. Pupils do best in reading and science and develop good information and communication technology (ICT) skills. These have been improved well since the last inspection. A few more able pupils could do better in writing. In mathematics, the calculating skills of several pupils in Key Stage 2 are not good enough. Teaching and learning are good throughout the school. Teachers know the pupils well and use questioning effectively to introduce and promote new learning. A few teachers strengthen pupils' progress by setting clear targets which show pupils how to improve. This is not yet embedded with consistent effect across the school, and limits progress on occasion. The curriculum is good. It is enriched by a very good range of well-attended clubs. The interesting learning opportunities provided help the pupils to understand and adopt healthy safe lifestyles and to develop good skills for the future. The school's skilful management of change shows that it has a good capacity to improve further.

### What the school should do to improve further

- improve pupils' writing, especially the use of more adventurous vocabulary by more able pupils
- improve pupils' calculating skills in mathematics, particularly in Key Stage 2
- ensure that all teachers consistently set effective individual targets so that pupils have a better understanding of what needs to be done to improve.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well at this school and standards in Year 6 are slightly above average. Pupils with learning difficulties make good progress in relation to their capabilities. Most pupils achieve the challenging targets set for them. Pupils' writing is showing signs of improvement this term. A few more able pupils could do better, for example by using more adventurous vocabulary. Children make good progress in their Reception Year. Children do best in their personal, social and emotional development and in extending their speaking and listening skills. Overall, most achieve the goals expected on starting Year 1. Progress through Years 1 to 6 is mainly good as a result of effective teaching that builds on previous learning. Many pupils strengthen their progress in Year 6 by applying themselves even more diligently to their learning, for example through self-evaluation. Most pupils do best in science and reading by Year 6, where standards are clearly above average. Standards are slightly above average in English and in mathematics. Several pupils in Key Stage 2 are not good enough at calculating in mathematics. Pupils have good ICT skills.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is also good. Trevisker is a community that is skilled in welcoming newcomers and cultivating pupils' social awareness. Pupils are well behaved, well motivated and interested in their learning. They enjoy school and this is seen in their good attendance. It is also very evident in their lively 'Wake and Shake' physical exercises each morning. Pupils say their school is 'a happy, friendly place' and there is nothing they would change. Everyone in the school enjoys very good relationships with each other. Pupils share ideas willingly and respond confidently in lessons. They learn from each other increasingly as they grow older. Pupils accept lunchtime responsibility willingly on the 'Trevisker Duty Squad'. However, their role as school councillors on the 'Millennium Squad' is not fully developed. Most pupils attend several clubs and have a good knowledge of how to live healthy, safe lifestyles. Pupils make good contributions to the local and wider community. They support charities through activities such as 'Wear what you want days' and senior citizens at harvest and Christmas times. The pupils' good social and academic skills, including in ICT, prepare them well for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Strong relationships between teachers and their pupils are evident, especially in Reception, and there is a real sense of enthusiasm for learning, shared by pupils and staff. Teachers use questioning effectively to challenge and motivate the pupils. Pupils

know that their contributions are valued and this lifts their confidence and encourages them to respond and learn even more. Teachers use interactive whiteboards skilfully to share learning objectives and to visually stimulate pupils' learning. They provide good opportunities for pupils to use computers individually and learn independently. Teachers often provide imaginative ways of stimulating pupils' ideas, for example pondering over where pupils might be when they reach the age of 60 years. Occasionally, pupils' learning, particularly that of more able pupils, is limited by an over-emphasis on using worksheets. Marking is good, but information gathered is not always used to best effect in all classes to give pupils clear targets for improvement.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is broad and balanced. Activities are adapted well to the needs and interests of the pupils of this school. The accommodation and resources, particularly for ICT, have been much improved since the previous inspection. They are used well to promote pupils' learning. Pupils have good opportunities to work in pairs and teams and these are successful in encouraging the pupils' personal, social and health education. Literacy and ICT skills are used and extended well in other subjects, but numeracy skills are not developed as effectively. Pupils' academic and personal development is enriched by a very good range of well-attended clubs and visits. These include residential visits and art, music and sporting opportunities, all of which are supported by very good links with parents, local schools and outside agencies. The 'carousel' activities on Friday afternoons enable teachers to use their particular skills in religious education, ICT, music and physical education. These are particularly successful in stimulating the pupils' interest and enjoyment in learning.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. The school works very closely with parents and with outside agencies and provides an outstanding level of pastoral care. It is effective in identifying and supporting pupils with learning difficulties. Staff are very skilled and diligent in welcoming and nurturing newly-arriving pupils. It sustains a justifiably high reputation for inducting pupils from service family backgrounds into all parts of the school. All procedures for safeguarding pupils' well-being are securely in place. Attendance is promoted well and continues to improve. Pupils' work and progress are assessed and tracked effectively. In Year 6, pupils are involved in evaluating their own work and information is used well to give them individual targets for improvement. These strategies are not yet fully embedded across the school, weakening the encouragement of pupils' progress.

## Leadership and management

### Grade: 2

The acting headteacher, together with the chair of governors and in communication with the substantive headteacher, gives clear educational direction. They have sustained effective leadership through a time when the number of pupils at the school has reduced almost by half. Leaders and managers have reacted with care and sensitivity. They have nurtured the morale and subsequently preserved the effectiveness of staff during a period of significant uncertainty. Governors and subject coordinators have played a full part, as valued members of the team, in meeting pupils' needs. Parents, local organisations and outside agencies are fully consulted and involved in pupils' learning. These strengths ensure that the pupils' personal development and well-being are promoted well. Although managing change has taken an inordinate amount of management time, the school continues to be successful because of its good approach to evaluating performance and its effectiveness in addressing any perceived weaknesses. Improvements to the accommodation and in ICT resources have improved pupils' skills in science and ICT. Writing and numeracy are being targeted this term, but strategies need more time to have best effect. The school's proven track record of bringing about improvement, especially through a difficult period, shows that it has a good capacity to continue this into the future.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	2
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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
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

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
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

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

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

### **Text from letter to pupils explaining the findings of the inspection**

- Mrs Furness and I really enjoyed our visit to your school. We would like to thank those of you who spoke to us. Many of you told us that yours is a good school and we agree with you. These are the main things we found out about your school:
- most of you make good progress during your time at this school, and the standards you reach in Year 6 are better than in many schools
- you behave well and share excellent relationships with each other and with the staff
- you enjoy school, attend well and know how to lead healthy, safe lifestyles
- your school is led and managed well
- you receive good care
- teaching is good and you have a good range of activities which help you to learn. Your school is going through a period of change. To bring about further improvement, we have asked the acting headteacher and staff to help some of you in Years 3 to 6 to improve your mathematics, especially how you use numbers to calculate. We also want you to improve your writing by using more adventurous words. This is because some of you could write more skilfully. I have also asked the acting headteacher and staff to make sure that all of you have clear targets that show you what you need to do to improve as you move through the school. Keep working hard and keep helping each other. If you do, you will help the school to become even better. Thank you once again and good luck in the future.