

Trevithick Primary School

Inspection report

Unique Reference Number	111980
Local Authority	Cornwall
Inspection number	289127
Inspection dates	6–7 June 2007
Reporting inspector	Alexander Paul Baxter

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	271
Appropriate authority	The governing body
Chair	Chris Passmore
Headteacher	Sean Powers
Date of previous school inspection	1 October 2001
School address	Mount Pleasant Road Camborne TR14 7RH
Telephone number	01209 713460
Fax number	01209 710028

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a large primary school. Over a third of the pupils are known to be eligible for free school meals and this is above the national average. The number of pupils with learning difficulties and disabilities is very high. The school includes an Area Resource Base (ARB) which caters for 10 pupils with statements of special educational need who come from the wider area of West Cornwall. The school also maintains a 'Nurture Group' that includes several pupils with other complex needs. A previously grant funded attached nursery unit is currently being incorporated into the school. The proportion of pupils from minority ethnic groups is very low and no pupils have English as an additional language. There is high mobility of pupils, especially in Years 3 to 6. Children's attainment on entry varies and is well below the level expected for their age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Trevithick is a very welcoming and inclusive school which provides a good and improving quality of education for its pupils. This is evident in the pupils' enjoyment of school and their good attendance. Led by a dynamic and very enthusiastic headteacher, the school has been particularly successful in recent years in first raising aspirations of what pupils can achieve and then lifting their actual academic and personal achievement. Parents are particularly appreciative and supportive of the school; a typical comment included, 'This is a great place for children to grow up... our children are very lucky to be part of this special place.' Staff and governors provide good care, guidance and support. With good additional support from parents and outside agencies, the school gives pupils excellent pastoral care. This ensures that pupils' personal development and well-being are good. Given a high number of pupils with learning difficulties and disabilities and emotional and behavioural needs, the below average academic standards reached represent good achievement by the pupils.

Leadership and management are good. Self-evaluation and decision making are effective. They are informed by rigorous monitoring and accurate assessments of pupils' progress. Senior staff and governors give good support. These ensure that priorities are correctly identified and improvement is effective. The high quality of the school's information and communication technology (ICT) resources and the way they are used to enrich teaching and learning shows this improvement. Provision in the Foundation Stage is mostly good, especially in Reception. The Nursery has yet to be fully integrated to best effect. There is particularly good provision for pupils with learning difficulties or disabilities, including specialist and innovative support in the ARB and Nurture Group.

A significant number of children enter school with well below average skills, especially in communication. Children make satisfactory progress in the Nursery. They make particularly good progress in Reception and now enter Year 1 as enthusiastic learners. Pupils make satisfactory and sometimes good progress in Years 1 and 2, where improved teaching has lifted standards in mathematics and ICT to that found nationally. A significant number of pupils arrive from other schools in Years 3 to 6, a large proportion with learning difficulties and disabilities. Standards are rising and all pupils achieve well in relation to their capabilities; even so, standards are below average in Year 6. Across the school, guided reading in groups is helping to improve pupils' reading skills. Other strategies to develop pupils' speaking and writing skills are not implemented as effectively as those used to develop pupils' numeracy skills. As a result pupils do best in mathematics and ICT and their speaking and writing skills are not good enough.

Teaching and learning are good, especially in Reception and Years 3 to 6. In previous years, instability in staffing led to weaknesses in teaching and in pupils' academic achievement, particularly in Years 1 and 2. Teaching is now satisfactory and continues to strengthen. Some inconsistency in the way that teachers engage all pupils is evident, for example, in the Nursery. A sound curriculum is enriched by a good range of clubs and activities, notably in sports.

What the school should do to improve further

- Improve pupils' speaking and writing skills and provide more opportunities for pupils to use these to support their day-to-day work in school.
- Develop more consistency in the way teachers engage pupils' interest and make learning relevant to the needs of individual pupils, especially in Years 1 and 2.

Achievement and standards

Grade: 2

Most pupils, across the range of abilities, achieve well by the time they leave the school. Standards are rising and more pupils are on course to meet challenging targets. However, because a high number of pupils have learning difficulties and disabilities, standards are below average in Year 6. Children make a sound start in the Nursery. Progress in Reception is good because children are taught well and their individual learning needs are well met. Having entered school from a low base, several children still have limited speaking and writing skills on entry to Year 1. Pupils now make satisfactory and improving progress in Years 1 and 2 because more effective teaching is being re-established after a period of staffing instability. As a result standards are now average in reading and mathematics in Year 2. Pupils make good progress through Years 3 to 6. The school has addressed earlier underachievement and is bridging gaps in previous learning. Guided reading is improving pupils' reading and a rigorous focus on developing number facts is helping to raise pupils' numeracy skills. Progress now strengthens in Years 5 and 6 as pupils apply their improving skills to better effect. This is seen in mathematics and ICT, where standards are close to average. However, pupils' confidence and skills to speak and write expressively in full sentences are still not high enough through the school.

Personal development and well-being

Grade: 2

Pupils enjoy their lessons and have positive attitudes to their learning. One pupil commented, 'We have lots of fun at this school; that's why it's special'. Pupils' behaviour and attendance have been much improved and are now good. Pupils' spiritual, moral, social and cultural development is also good. Pupils take part and talk about their town's celebrations but their awareness of the cultural diversity of Britain is less secure. Pupils make good contributions to their local community and they enjoy fund-raising throughout the year. Pupils have a good knowledge of the importance of healthy lifestyles and enjoy their very active playtimes. They feel safe in school and know that any untoward behaviour is addressed fairly. Older pupils exercise their responsibility for 'buddying' younger pupils well and all pupils readily accept additional responsibilities, for example, as members of the school's council. The council contributes well, by monitoring all pupils as they work diligently towards the 'David Bellamy Environmental Cleanliness Award'. Some pupils lack self-confidence though, and have limited communication skills. In general most pupils are prepared satisfactorily for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Throughout the school, teachers give strong support to pupils' personal development and teach mathematics and ICT effectively. All teachers use ICT effectively to provide visual stimulus and interest that reinforces pupils' learning. Teachers also now set appropriate learning objectives more consistently and share these with pupils in lessons to help pupils build on previous learning. Pupils clearly enjoy their lessons and relationships between pupils and adults are positive. Teachers and their assistants manage pupils' behaviour effectively and provide good support for pupils across the range of abilities and needs. Teaching is consistently effective in Reception

and in Years 3 to 6, where learning activities are closely matched to pupils' needs. This also is the case when pupils are taught by specialist staff, and in the ARB and Nurture Group. Although improved, there is some inconsistency in teaching in Years 1 and 2, and in the Nursery where the match of work to pupils' ability and an over leisurely pace of learning sometimes causes pupils' interest to slip, slowing the development of speaking and writing skills.

Curriculum and other activities

Grade: 3

The curriculum is enriched by a good range of well attended clubs, visits beyond the school site and good links with parents, the local community and outside agencies. These have a very supportive influence on pupils' personal development. Well implemented homework provision, for example, also enables parents to contribute beneficially to their children's learning. Children in Reception and pupils in the ARB and the Nurture Group experience a curriculum that is particularly well matched to their needs. Strategies to develop pupils' numeracy skills are effective throughout the school. Approaches to support the pupils' literacy skills are less consistent, at times constraining the development of pupils' speaking and writing skills. There are very good opportunities for pupils to use and develop their ICT skills. Teachers and pupils use their good expertise in ICT to enrich learning across the range of subjects, for example, strengthening numeracy and spelling skills

Care, guidance and support

Grade: 2

In all classes, pupils are valued and included fully in the day-to-day life of the school. Very caring, diligent staff, including learning mentors, provide outstanding pastoral care and emotional and social support. This is especially the case in the Nurture Group and the ARB for pupils with complex needs. One parent wrote, 'Since moving my child to Trevithick, he is back to his old self and working well.' The school is very effective in safeguarding the pupils' well-being. Pupils with learning difficulties and disabilities receive well targeted specialist support and there are good links with outside agencies. Parents are given many opportunities to support their children's work at school. For example, systems for homework are well established and consolidate learning effectively. As a result, pupils achieve well and an increasing number reach appropriately challenging targets. Pupils' work is valued and celebrated. Academic guidance is satisfactory. Pupils are given supportive oral feedback, but not all teachers make best use of written marking to show pupils how to improve.

Leadership and management

Grade: 2

The headteacher gives the school a very clear sense of direction. He provides an excellent lead in promoting the well-being of the pupils. Senior staff and governors give good support. With the full support of the whole school community, they have raised expectations of what pupils should achieve. This has lifted pupils' basic skills, especially, for example, in mathematics and ICT, and has re-established good behaviour and attitudes to learning. Improvement continues, despite an increasing influx of pupils with complex learning and behavioural needs who, whilst warmly welcomed, require skilfully managed support. Leaders and managers implement well considered plans for the development of the school. These take increasing account of pupils' and parents' views. Self-evaluation is effective and is based on rigorous monitoring of the

impact of teaching on pupils' learning. The very recently affiliated Nursery has yet to be fully integrated into the school. Other initiatives to strengthen subject leadership and improve pupils' writing skills are not embedded fully. However, factors such as improved teaching, pupils' enjoyment of school, outdoor pursuits and the specialist 'Nurture' and learning mentor support have had a positive impact on pupils' progress. These show that the school has a good capacity to improve further.

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?	2
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	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	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

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?	3
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

Text from letter to pupils explaining the findings of the inspection

Dear Pupils

Inspection of Trevithick Primary School, Camborne TR14 7RH

Thank you for welcoming us to your school. We particularly enjoyed talking with many of you. A special thank you to the members of the school council for talking with my colleague Mrs Usher-Clark. These are the main things we found:

- Trevithick Primary is a good and improving school where you are all treated equally.
- Although the standards you reach in Year 6 are not as good as in most schools they show that you have been taught well and have made good progress in relation to your starting points.
- Your behaviour is good and you attend well.
- All the adults in the school look after you extremely well. They appreciate your efforts and you respond by trying hard in your lessons.
- Your headteacher is an excellent leader who works hard to bring you lots of interesting things to do in and out of school. All other staff and governors support him fully. As a result, you have a good understanding of how to live healthily and safely and you enjoy being at school.
- Members of staff, governors and your parents work well together and with other people to make sure that you are safe and do well at school.

I have asked the headteacher, staff and governors to do these things to help your school to become even better:

- Improve your speaking and writing skills by encouraging you to speak and write more during your lessons in school.
- Make sure that some of you have more opportunities to learn by doing things that you find interesting and are ready to do.

Thank you once again. Please keep trying, enjoy your time at school and good luck in the future.

With best wishes

Alex Baxter Lead inspector