



# Trenode CofE School

## Inspection Report

**Unique Reference Number** 112031  
**Local Authority** Cornwall  
**Inspection number** 289154  
**Inspection date** 21 November 2006  
**Reporting inspector** Laurie Lewin

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>	Widegates
<b>School category</b>	Voluntary aided		Looe
<b>Age range of pupils</b>	4–11		PL13 1QA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01503 240235
<b>Number on roll (school)</b>	76	<b>Fax number</b>	01503 240235
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Maggie Willmott
		<b>Headteacher</b>	Gerry Sweet
<b>Date of previous school inspection</b>	26 March 2001		

<b>Age group</b>	<b>Inspection date</b>	<b>Inspection number</b>
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a small school. It is in a relatively isolated countryside location, with pupils coming from farms and small villages in the surrounding area. Over the last few years there have been considerable changes to the teaching staff owing to the retirement of previous staff. The number of pupils known to be eligible for free school meals is broadly similar to most other schools. The proportion of pupils with learning difficulties and disabilities is average but the proportion with statements of learning difficulty is above average. The school has a higher than average number of pupils joining or leaving at times other than the usual admission or transfer ages. The attainment of children starting at the school varies a lot from year to year but is generally lower than that expected for this age group. Nearly all the pupils are of White British cultural backgrounds.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 3**

This is a satisfactory and improving school. Good leadership and management ensure that the right kinds of thing are being done to boost pupils' attainment and progress. After a few years of staff disruption a strong team has now been assembled. The good teamwork, combined with the headteacher's clear vision and the good quality action plans, means the school is well placed to improve rapidly in the future. Many 'green shoots' of improvement are already evident. For example, significant improvement to standards and pupils' achievement was registered in the most recent Year 6 national test results. As a result of sound teaching, achievement of all groups of pupils, including those with learning difficulties and disabilities, is now securely satisfactory and standards are average. However, despite the improvements, investigative work in mathematics and science, along with skills in writing, remain weaker strands of pupils' work. As a result of good provision, children progress well in the Foundation Stage and reach close to the expected levels by the time they start Year 1. The school has developed robust systems for assessing pupils' progress, but recognises the need to use the information gained with greater precision to improve lesson planning and sharpen the targets set for pupils.

Parents think highly of the school and confirm the inspection view that the provision for the care, support and guidance of pupils is good. Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils show excellent behaviour and feel completely safe and secure. Their participation in a wide range of sporting activities plays a big part in promoting an outstanding knowledge about how to stay fit and healthy. The school's top quality efforts to engage the support of parents and other members of the community have enabled it to make big improvements to its outdoor facilities. The close involvement of pupils in these improvement projects has helped them develop an excellent insight into how they can contribute to the community. Such involvement, along with the excellent provision of extra-curricular activities, reflects the good breadth and depth provided by the school's curriculum.

Governors work well with the staff to evaluate the school's performance and to devise actions to maintain the current momentum of improvement. The school evaluates its strengths and weaknesses rigorously and accurately and is very good at ensuring that the views of staff, parents and pupils are fully considered and utilised to inform planning for future improvements.

### **What the school should do to improve further**

- In order to boost overall achievement, improve investigative work in science and mathematics and pupils' skills in writing.
- Use assessment information with greater precision to improve lesson planning and clarify pupils' targets.

## **Achievement and standards**

### **Grade: 3**

The improved standards and achievement of pupils reflected in recent national tests are the result of good work by the staff in boosting assessment systems and curriculum planning to ensure that work is more closely matched to pupils' needs. Standards at Year 2 are currently below average and average by the end of Year 6, with the school's assessment information confirming that pupils make satisfactory progress as they move through the year groups. Staff fully realise the importance of maintaining their efforts in these areas so that the momentum of improving standards and achievement can be sustained. In particular, they have recognised that pupils' investigative skills in science and mathematics need to be improved as the key areas to drive up achievement and standards. Also, writing across the school is a weaker area of pupils' work. By the end of Year 6, pupils do not join their writing and the school is rightly focusing on handwriting and helping pupils develop more structure to their written work. The well-organised support for pupils with learning difficulties and disabilities ensures that the individuals concerned progress well in all classes.

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

### **Grade: 2**

Through the school's excellent use of its beautiful countryside setting, pupils gain a deep sense of appreciation of nature and the world around them. In classroom activities and around the school, pupils' behaviour is exemplary. Those spoken to showed excellent enjoyment in all activities. For example, Year 6 pupils showed great delight in showing off their design and technology work and talked enthusiastically about their involvement in the project to develop the school's outdoor facilities. From the Reception age group through to Year 6, pupils work hard in lessons and are keen to improve. The excellent relationships they have with each other and with staff ensure that all individuals feel encouraged and develop a confident approach towards learning. Pupils feel completely comfortable to seek adult help if they encounter problems and many of the activities they carry out involve them in gaining a good understanding of how to work and play safely. Good initiatives such as involving pupils in running stalls at a school fundraising event and helping improve things through their school council mean that pupils gain sound skills to ensure their future well-being. However, this area is not as strong as other aspects of their personal development because of current weaknesses in their mathematics, science and writing work. Pupils develop a sound awareness of how people from other cultural backgrounds live but there remains scope for broadening their knowledge and understanding further in this area. Pupils' attendance rate, which is satisfactory, is lowered by parents taking their children on holiday during term time. The school does all that it can to promote good attendance.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Although the quality of teaching and learning is currently satisfactory, there is much going on to help this become good in the future. For example, the involvement of the staff in training and the resulting work by them to upgrade the curriculum and assessment systems is clearly starting to impact upon improving pupils' achievement across the school. Good teaching in the Foundation Stage helps children to get off to a good start. Older pupils spoken to were particularly impressed by their teachers' inventiveness in making learning fun as often as possible. For example, Year 6 pupils said, 'We get lots of interesting games and practical activities to help us learn stuff'. Staff are acutely aware that more work has to be done to strengthen the assessment process further – in particular, to improve the precision of the way in which they use assessment information to help them match lesson plans even more closely to pupils' needs.

### **Curriculum and other activities**

#### **Grade: 2**

The school's curriculum is used well to build up pupils' personal development skills, for example, with the excellent range of extra activities that pupils are given and the strong emphasis on developing their personal, social and health education. Big improvements to information and communication technology mean pupils now have good 'hands-on' opportunities with computers, which are used well to boost their skills across the curriculum. The school has correctly identified the need to make stronger links between subject areas as a way forward to improving curriculum planning, for example, developing more opportunities for pupils to develop their writing skills in different subjects. It has also rightly begun the process of boosting opportunities for investigative work in mathematics and science.

### **Care, guidance and support**

#### **Grade: 2**

'We never have a moment's worry while our children are at school ... they are such a caring staff.' This comment from one parent reflects the views of most others. It sums up the impact of the school's high quality pastoral care in ensuring the good personal development of pupils. Staff are vigilant in applying all the necessary procedures to ensure pupils' safety. They know individual pupils needs extremely well. Support staff do good work alongside the teachers in guiding pupils and are particularly good at ensuring that individuals with particular learning needs progress well. Staff successfully set targets to guide pupils and to help them understand how to improve their work. However systems for doing this are not always as precise as they could be across the school and this sometimes limits pupils' achievement.

## **Leadership and management**

### **Grade: 2**

The headteacher, working closely with the governors, has successfully assembled a strong staff team in recent times. He has created a climate in which all staff members work enthusiastically together to move the school forward. They work well together so that everyone has a clear view on what is working well and where improvements are needed. As a result, action plans are devised that provide very specific and sometimes innovative strategies for improvement. Such initiatives are having positive effects on pupils' achievement. For example, very finely tuned assessment systems have now been implemented to ensure that pupils' progress in writing is very closely monitored and guided. The roles of subject co-ordinators have become clearly established in recent times. The school has correctly identified that staff now need to have more opportunities to monitor and evaluate each other's lessons to strengthen their overview of the quality of education and pupils' achievement.





## 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>	3
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>	3
The standards <sup>1</sup> 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	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	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<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	1
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**

- I am writing to let you know how much we enjoyed coming to visit your school. Thank you for making us so welcome and helping us during the school's inspection. We especially enjoyed hearing about the activities you said you liked and all the fun you had in building your 'Edible Garden'. We think the school is doing a satisfactory job, and is improving. Here are some of the things we noticed:
- As a result of the sound work of your teachers, your achievement in English, mathematics and science is satisfactory and you are reaching the levels that you are expected to reach by the end of Year 6.
- Your behaviour is excellent and you really enjoy coming to school.
- You work hard in lessons and get on exceptionally well with staff and your friends.
- You like your teachers and teaching assistants. You told us 'they try hard to make the lessons interesting and fun' – we agree with you.
- You appreciate all of the extra activities that the school provides for you.
- The school does a good job of taking care of you.
- Your headteacher and staff work well together to make sure things keep improving.

We think it is especially important for the school to concentrate on helping you to improve investigative work in mathematics and science and your skills in writing. We think your teachers are right in seeing that it is important to use information about how well you are progressing to make their lesson plans and your targets even more precise.

Thank you again for being so helpful and friendly when we came to see you.