

Troon Community Primary School

Inspection report

Unique Reference Number	111844
Local Authority	Cornwall
Inspection number	310700
Inspection dates	10–11 December 2008
Reporting inspector	Stephen Dennett

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	154
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Martin Kemp
Headteacher	Stephen Brady
Date of previous school inspection	13 September 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	New Road Troon Camborne TR14 9ED
Telephone number	01209 714289
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Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Troon Community Primary School serves the village of Troon on the outskirts of Camborne. There are eight classes, including the Early Years Foundation Stage (EYFS) which is divided into a Nursery class (mornings only) and a Reception class. Few children have any pre-school experience before they enter the Nursery class. Nearly all pupils are from a White British background, and very few speak English as an additional language. The proportion of pupils identified with learning difficulties is average, but the number with a statement of special educational needs is above average. Most of these difficulties are related to speech and language delay. The school has had difficulty in appointing a headteacher and currently is led by an acting executive headteacher who is the headteacher of a neighbouring primary school. The day to day running of the school is carried out by an assistant headteacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This good school is a secure, happy learning community, firmly founded on well established values of respect, care, courtesy and commitment. Good leadership by the acting executive headteacher, with effective support from the assistant headteacher and governors, has resulted in rising standards, swifter progress and better teaching. The school has been particularly successful in raising pupils' self-esteem and engaging pupils more fully in their learning. Parents are full of praise for the school and its friendly, welcoming ethos. They speak highly of the assistant headteacher and staff. They say they have every opportunity to be involved in their children's education. One parent commented, 'I find the leadership and ethos of Troon School to be one of high expectations and enjoyable learning.' This is echoed by many other parents.

Achievement is good. The majority of children start school with skills well below those usually seen, especially in the vital areas of language and personal, social and emotional development. This is reflected in pupils' writing skills which are below average at the end of Year 2. Overall, pupils' progress is good throughout the school, but girls generally make better progress than boys. By the end of Key Stage 2, standards in mathematics and science are broadly average, although English and reading skills in particular are still below average. Good teaching provides well planned activities that make effective use of resources to make lessons interesting. Pupils with learning difficulties and/or disabilities and those learning to speak English as an additional language receive well targeted support, so that they progress well. However, teaching is not always geared to the specific needs of boys and, as a result, they do not make the same progress as girls.

Personal development, including spiritual, moral, social and cultural development, is good. Pupils show their enjoyment and appreciation of school by working hard. However, attendance rates are low and not as good as they should be. Pupils willingly accept responsibilities, serving as school councillors or house captains. They enthusiastically carry out charitable fundraising for those less fortunate than themselves. A clear, fair structure of rules and rewards encourages good behaviour. Pupils know how to look after their health and have a good awareness of how to keep themselves safe. The school has developed strong, effective links with the community and the local church and successfully fulfils its stated aim to ensure that pupils are satisfactorily prepared for their future lives.

The good curriculum provides a varied range of learning activities, which are supplemented by a good range of visitors and visits. However, the curriculum is not always best matched to the needs of boys to ensure their full engagement in learning. Good pastoral care ensures that each pupil is well looked after, enabling them to gain the confidence to achieve well. Effective use of good assessment systems gives a very clear picture of pupils' individual progress and teachers know exactly where extra help is needed. Pupils have good opportunities to assess their own work.

Leadership and management are good. Staff and governors have an accurate view of the school's strengths and a clear focus on what needs to be improved. They form a strong, effective team which enhances provision and which has successfully tackled issues from the last inspection. This gives the school a good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children arrive at the nursery happy, smiling and enthusiastic. They really 'take off' in developing both their social and basic learning skills, due to their teachers' sympathetic approach to their individual needs. Children feel very safe and settled in an atmosphere of good relationships and good behaviour. Teaching is good and expectations are high. Activities are well planned and good use of assessment to plan suitable activities ensures all children make good progress. Good questioning encourages children to develop curiosity. However, many children, especially boys, lack confidence in speaking at length. By the time children enter Year 1 they reach expected levels, although their language skills and personal, social and emotional development are still below average. They quickly learn to become independent and responsible, for example in helping to tidy up. The dilapidated and inadequate resources for outdoor learning restrict the curriculum. Provision for children's welfare is good. Parents are delighted by the progress their children make and their enthusiasm for learning. Leadership and management are good.

What the school should do to improve further

- Raise standards in English throughout the school, especially language development in the Nursery and Reception classes, writing in Key Stage 1 and reading in Key Stage 2.
- Improve attendance and work in partnership with parents to ensure they understand the importance of regular attendance.
- Improve provision for boys' learning by adjusting the curriculum and teaching to better meet their specific needs.

Achievement and standards

Grade: 2

Despite low levels of attainment on entry to the nursery, the school is successful in enabling learners of all abilities to make good progress at all key stages. Pupils achieve standards that are in line with expectations in mathematics and science at the end of Year 2 and 6. However, children have very low language skills when they come into Year 1 and standards are below average in English at the end of both key stages. Writing is weaker than reading at the end of Year 2, whilst the reverse is the case at the end of Year 6. Girls generally make better progress than boys, especially at Key Stage 2. Pupils with learning difficulties and/or disabilities and those who speak English as an additional language make good progress

Personal development and well-being

Grade: 2

School is a lively place where pupils thrive. Pupils enjoy lessons and like their teachers. They are confident that adults listen to them, so they are not troubled by bullying. Behaviour is good, but attendance is exceptionally low due to pupils taking holidays during term time and a small group of families whose attendance is irregular. Spiritual, moral and social development is good. Pupils respect others' feelings and help those having difficulties. Outspoken, but mature, school council debate represents all views and allows pupils to be involved in the running of the school. For example, pupils spoke forcefully on behalf of the youngest children for more outdoor play space. Pupils enjoy fundraising, proudly participating in local festival days. Cultural development is good and pupils have a good awareness of local traditions. Pupils are introduced to other cultures and beliefs in assemblies and topic work and they show tolerance

and understanding of others. Pupils look after younger children well. From the youngest child upwards, all have good understanding of diet and fitness. They enjoy many sports including swimming, cricket, football and the daily 'fun fit' exercises. Pupils' preparation for their future economic well-being, whilst enhanced by community involvement, is satisfactory due to a need for improved literacy skills

Quality of provision

Teaching and learning

Grade: 2

Teachers' high expectations have sparked the pupils' ambition to achieve well. Where teaching is strongest, for example in Year 6, work is very well matched to pupils' needs. The most able are challenged and those with learning difficulties receive high quality support. Teaching assistants are very effective and help less able pupils make good progress. In most lessons, pupils are actively involved in learning and often have opportunities to assess their own work and that of their peers. Occasionally, teachers do not always effectively engage boys in learning, which is why overall they are not making as much progress as girls. Work is regularly marked and pupils are clear how to improve their work. However, there is some inconsistency in the quality of marking. Good behaviour means pupils work harmoniously together, for example discussing ideas with 'talking partners'.

Curriculum and other activities

Grade: 2

The wide and relevant curriculum generally meets the needs and interests of most pupils well, although it needs further adjustment to engage boys more fully in their learning. Well targeted tasks and good support help pupils with learning difficulties to progress well and to enjoy full access to all the school offers. Staff have embraced the move towards a more thematic curriculum. Although still in the early stages of development, this is making learning more exciting and relevant. Pupils now have more opportunities for writing, speaking and listening, which are having a positive effect on their literacy skills. A real strength of the school is the wide range of extra-curricular clubs and activities which enrich the curricular provision. As one school council member said, 'The after school clubs are great; you really get to do anything you want.' The well designed programme for personal and social development helps pupils to consider feelings and take responsibility for their actions, and ensures that they know how to be healthy and stay safe

Care, guidance and support

Grade: 2

Pupils feel cherished because all staff want them to have the best possible future. The quality of pastoral care and individual support is strong. The school has worked successfully with parents to encourage a greater partnership in their child's education. It works well with external agencies to provide additional support for pupils in need of extra help. Monitoring of behaviour and attendance is good, and the school is working hard to raise parental awareness of the importance of regular attendance. The school has robust policies which ensure the effective safeguarding of pupils. Health and safety procedures are also effective but risk assessment records in the EYFS require review. Academic guidance and support are good, ensuring that all pupils know their targets and how to improve.

Leadership and management

Grade: 2

There has been a good level of improvement since the last inspection, and interim arrangements for the leadership of the school have worked well to create a clear direction and forward momentum for the school. The acting executive headteacher and assistant headteacher work together effectively. Governors monitor how well pupils learn through regular visits and discussions with subject leaders. Consequently, they have a good knowledge base from which to challenge and hold the school to account. Monitoring and review are well established and lead to good self-evaluation. Subject leaders carefully analyse data to prepare appropriate action plans. The school is committed to ensuring equality of opportunity, and all pupils are included in all activities. Resources are used well and the school gives good value for money. Strong partnerships with external agencies and the local community, together with good links with parents, further support pupils' learning and well-being. The school makes a good contribution to community cohesion, for example by providing family learning sessions for parents, and its participation in the revival of the annual village festival.

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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	4
The behaviour of learners	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	3

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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 December 2008

Dear Pupils

Inspection of Troon Primary School, Camborne TR14 9ED

On behalf of both of us, I would like to thank you all for making us so welcome when we inspected your school recently. You were all very polite, friendly and helpful, so we really enjoyed our time in school. We were impressed by the work of the school council, and how you are all involved in helping making your school better. Your parents are very pleased with the school.

Troon Primary is well run and offers you a good education. The Nursery and Reception classes give you a good start and you continue to make good progress through the school. You reach average standards, although some of you could improve in English. You are taught well and work hard to reach your targets. I could see that you enjoy school and you said the teachers make your lessons fun. We saw some of you giving a 'thumbs up' to show you have understood your work! The curriculum is good and has lots of extras like sports, visits, drama and clubs.

I was very pleased to see that you behave well and you understand why there are rules to keep you all safe. You know how to look after your health and enjoy all the sports activities the school provides. You help each other in school as school councillors or house captains. You help the local community, raise money for different charities, and take part in the Troon Festival. Staff look after you well and keep a very close eye on how well you are doing.

To make your school even better, I have asked the staff to do three things.

- Help everyone to do better in English, especially language skills in the Early Years, writing in Key Stage 1 and reading in Key Stage 2.
- Help your parents make sure you come to school as much as you can and not take time off during term time.
- Make changes to the curriculum and the way you are taught so that boys do just as well as girls in all subjects.

Yours faithfully

Stephen Dennett

Lead Inspector