

# Trewidland Community Primary School

Inspection report

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<b>Unique Reference Number</b>	111958
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	310742
<b>Inspection date</b>	16 July 2008
<b>Reporting inspector</b>	Tom Simpson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	58
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bernie Ellis
<b>Headteacher</b>	Vyvyan Lovell
<b>Date of previous school inspection</b>	12 January 2004
<b>School address</b>	Trewidland Liskeard PL14 4SJ
<b>Telephone number</b>	01503 240275
<b>Fax number</b>	01503 240423

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a very small primary school serving a rural area. All the pupils come from a White British background. A well above average percentage of pupils have a statement of special educational needs. A new headteacher took up post in September 2007. The school has received the Activemark Gold award in recognition of its commitment to promoting physical education.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This school provides a satisfactory education for its pupils. It is very popular with parents. Its major strengths include its strong family ethos and the effective personal care and guidance it provides for its pupils. Being a very small school, the pupils are very well known to staff. Their individual needs are understood and appreciated, and this is contributing successfully to their good personal development. The pupils enjoy coming to the school and feel safe while they are there. Most behave well, both in lessons and at play, and have positive attitudes towards their work. Their spiritual, moral, social and cultural development is good. Nearly all of the parents who responded to the Ofsted questionnaire are pleased with the provision the school makes for their children. Many positive comments were written. Typically, one parent wrote, 'We feel very fortunate to have found this school and we know that our child would never have applied himself if it was not for the quality of teaching, care and discipline that he has received here.' Another commented, 'I would recommend this school to my friends.'

Achievement is satisfactory overall and pupils leave the school with at least average standards in English, mathematics and science. Many pupils, including those with learning difficulties and/or disabilities, make good progress. However, progress varies too much from year group to year group. Pupils make better progress in the Reception Year and in Years 1 and 2 than in Years 3 to 6. Although pupils usually reach average standards in science by the time they leave the school, there is a relative weakness in achievement in this subject, particularly for more able pupils in Years 5 and 6. This is partly because assessment data is not being used effectively enough to match tasks set for pupils accurately to their levels of ability. In particular, more able pupils are not being provided with challenging enough tasks in investigative science. The school is aware of and in the process of addressing this. However, new strategies being put in place to improve the situation have not had time to impact positively on standards.

The curriculum provided by the school is good and statutory requirements are fully met. A very good range of enrichment activities support pupils' love of learning well. However, there are some relative weaknesses in the school's provision for investigative science. Teaching is satisfactory overall, and there are examples of good teaching throughout the school. Although assessment procedures in English and mathematics are rigorous, pupils are not involved enough in assessing and monitoring their own progress. Leadership and management are satisfactory and there is a particular strength in the leadership provided by the headteacher. He has a very clear view of what needs to be done to improve the school further and the vision to achieve this.

Care, guidance and support are satisfactory. Pastoral support is very good. However, there are weaknesses in aspects of academic guidance, in that pupils do not all know what they need to do to improve their work. The school has improved well in a number of areas since the previous inspection. For example, the governors have a more significant role in the strategic oversight of the school's provision, and pupils' behaviour is now better. Developmental planning reflects the school's needs well, and the strong recent improvements show the school's good capacity to improve further in the future.

## Effectiveness of the Foundation Stage

### Grade: 3

There are appropriate procedures in place to ensure that children have a smooth introduction into school. They make at least sound progress across all the areas of learning and there are particular strengths in the progress they make in communication, language and literacy and in mathematical development. By the time they reach Year 1, their standards are average and sometimes above. There were weaknesses in the past in the progress made by some children in their personal, social and emotional development. These have been resolved and the children now work and play well together. Teaching is sound and the children are provided with a good curriculum which contains an appropriate balance of teacher-led and child-initiated activities. There is, however, no specifically designated outside play area for the Reception children. While this has not had a significant impact on standards, it inevitably makes it harder for the school to provide the children with the full range of relevant practical and creative activities. The school is appropriately examining ways of improving the situation.

### What the school should do to improve further

- Raise standards in science in Years 5 and 6 by providing more challenging science investigations, especially for higher ability pupils.
- Ensure that all pupils have a clear understanding of how to improve their work and involve them more in assessing and monitoring their own progress.

A small proportion of 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

With small groups of pupils involved, national assessment results inevitably vary from year to year. In the most recent (2007) assessments of pupils at the end of Year 2 for which national comparisons are available, results were broadly average in reading, writing and mathematics. This year's results are higher, and particularly strong in reading. The 2007 test results for pupils in Year 6 were significantly above average overall. The school's own information indicates, however, that standards attained in national tests for the present Year 6 are likely to be lower. Current standards in English, particularly reading, are a relative strength at Year 6. Conversely, standards in science, while still average, are a relative weakness for this school, particularly at the higher levels. Pupils enter and leave the school with broadly average standards and most pupils make at least satisfactory progress. However, the school's own analysis of data indicates that progress is greater in the Reception Year and in Years 1 and 2 than it is in Years 3 to 6. Pupils with learning difficulties and/or disabilities generally make good progress, for example when pupils with behavioural, emotional and social difficulties are receiving support from skilled teaching assistants.

## Personal development and well-being

### Grade: 2

Pupils are friendly, behave well and have very positive attitudes towards the school. They enjoy being there and apply themselves well to their work. They feel safe and well cared for. One member of the school council told an inspector, 'This is a perfect school because as it is small,

we can talk to everybody and get to know everybody.' Attendance is average. The pupils appreciate the wide range of opportunities they have to take part in physical exercise, such as when joining together each day for 'wake and shake'. They are gaining a good understanding of how to lead healthy lifestyles, for example growing vegetables in the school garden and learning how to cook them. There is a warm and supportive ethos in the school and the pupils are developing the ability to empathise with one another and to value each other's points of view. However, their understanding of other cultures, whether in this country or abroad, is less well developed. The school council is active and its members told an inspector of the pleasure they felt at being able to contribute to the forward development of the school through, for example, requesting specific playground equipment. They were also involved in the selection of the new headteacher. The pupils enjoy supporting charities such as the British Heart Foundation. Given their sound basic skills, the way that they are prepared for later life is satisfactory overall.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

One of the strengths of the teaching at the school is the positive and friendly way in which pupils, including those with emotional, behavioural and social difficulties, are managed. This has a positive impact on pupils' personal development and on relationships, which are very good at all levels. Lessons are planned thoroughly and a good variety of methods are employed to make them interesting for the pupils. Teachers have a good understanding of the subjects they are teaching. In some lessons, however, a discussion is allowed to go on too long or is not managed effectively enough, which means that some pupils lose interest and their pace of learning slows. There are robust procedures in place to assess and track pupils' progress in English and mathematics. However, assessment in science is not as well developed and, as a result, work set for pupils is not matched closely enough to their different levels of ability, especially in investigative science in Years 5 and 6. Also, pupils are not involved enough in assessing their own work or monitoring their own progress.

### **Curriculum and other activities**

#### **Grade: 2**

The broad and balanced curriculum meets most pupils' needs well. It is enriched by a very good number of out-of-lesson activities, including a wide range of extra-curricular clubs and by visits, such as a recent one by Years 3 and 4 to the Looe Estuary. There is a particular strength in the school's provision for personal, social and health education and this is having a very positive impact on the pupils' personal development. Provision for pupils with learning difficulties and/or difficulties is also good and this is supporting their progress well. On the other hand, the school is aware of a relative weakness in the provision for investigative science, especially for more able pupils in Years 5 and 6. Good links with other schools include working in partnership with other local primary schools to monitor provision in various subjects.

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

#### **Grade: 3**

Pupils are cared for and guided very well on a personal level. Their social and emotional needs, for example, are very well understood by all staff, who go out of their way to promote a strong

family atmosphere at the school. This is having a positive impact on pupils' personal development. The school also makes good use of outside agencies, such as the school health service, to support vulnerable pupils. Appropriate procedures are in place for child protection, health and safety, and safe staff recruitment. There is a system of academic target setting. However, the results of assessment are not used effectively enough to provide clear individual guidance for pupils on what they need to do next to improve their work.

## **Leadership and management**

### **Grade: 3**

The headteacher has a very clear vision of what needs to be done to raise standards at the school and further improve its provision. He is very enthusiastic about the school and has already initiated a number of improvements, including tightening up assessment procedures. He is well supported by the other staff, who are also very committed to promoting further school improvement. The members of the governing body are knowledgeable and supportive. Clear procedures to monitor and evaluate different aspects of the school's provision ensure that staff have an accurate appreciation of the school's strengths and weaknesses, although much monitoring and evaluation is still relatively informal.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## 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
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 effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	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

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
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	3
The effectiveness of the school's self-evaluation	2
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

Inspection of Trewidland Primary School, Liskeard PL14 4SJ

Thank you for making us so welcome at your school. We enjoyed meeting you and hearing about your work. I want particularly to thank those of you who gave up part of your lunch break to speak with my colleague. We found that your school provides you with a satisfactory education. There are a good number of strengths.

Here are some of the other things we found:

- Your personal development is good. For example, you are well behaved and have positive attitudes towards your work.
- You are well cared for by the adults at the school.
- You are provided with interesting things to do both in and out of lessons.
- You are reaching at least average standards and making satisfactory progress.
- You are soundly taught.
- The headteacher and other staff are working hard to make the school even better.

Here is what we have asked the school to do now:

- Make sure you reach higher standards in science, especially those of you in Years 5 and 6 who are quicker to learn.
- Make sure that you are all know how to improve your work and that you are more involved in assessing how well you are getting on in your work.

I hope that all of you will do your bit by working very hard.

Thank you again for your time.

With best wishes

Tom Simpson Lead Inspector