

Trewirgie Infant School

Inspection report

Unique Reference Number	111843
Local Authority	Cornwall
Inspection number	325476
Inspection date	13 May 2009
Reporting inspector	Alex Baxter

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	Infant
School category	Community
Age range of pupils	3–9
Gender of pupils	Mixed
Number on roll	
School (total)	328
Government funded early education provision for children aged 3 to the end of the EYFS	60
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Chris Dawson
Headteacher	Paula Sharpe
Date of previous school inspection	13 May 2009
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Trewirgie Road Redruth TR15 2SZ
Telephone number	01209 216111
Fax number	01209 215212

Age group	3–9
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Introduction

The inspection was carried out by two additional inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- Provision and children's progress in the Early Years Foundation Stage, particularly child-chosen and physical activities and emotional development.
- The degree to which teachers and their assistants are enriching pupils' progress by encouraging the development of independent learning skills.
- The school's efforts to provide good and better teaching and learning during a period of continued staff change.

Evidence was gathered from observations of lessons, assembly and pupils at lunch and play. National published assessment data, teachers' assessment records and pupils' work were scrutinised. Discussions were held with pupils, staff, governors and parents. Parents' responses to the inspection questionnaire were analysed. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This infant school is above average in size. Children in the Early Years Foundation Stage are taught in designated Nursery and Reception classes. The proportion of pupils with learning difficulties and/or disabilities is below average overall, but it is greater than this in some year groups. Most pupils are from White British backgrounds. The school holds Active mark and Healthy Schools awards. The school, in partnership with the adjacent junior school, provides its own breakfast club.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Trewirgie Infant School is a good school. It is a very supportive, inclusive community, where the exemplary leadership of the headteacher underpins a successful commitment to continued improvement. There are several other strengths, in particular outstanding care, support and guidance which promote the pupils' excellent personal development and well-being. High quality governance and excellent links with parents, the adjoining junior school and the community also make strong contributions, especially to the pupils' personal development. Leaders and managers, including governors, work well together and are steering the school successfully through a period of continuing staff change. New and existing staff are embracing change positively and, with the links mentioned earlier, support an excellent range of clubs, visits and visitors that enrich pupils' learning. These include, for example, increased and specialist teaching of physical education and the breakfast club. As a result, the school sustains high expectations of pupils' achievement, good provision and promotes the pupils' great enjoyment. Standards are above average by the end of Year 2. These standards represent good achievement in relation to the pupils' starting points. The pupils' excellent personal qualities and their good academic achievements prepare them well for the future.

Governors readily refer to the school's proven track record of strong provision and the supportive links, in particular with the adjoining junior school. Almost all the parents who responded in the questionnaire and those interviewed expressed their high regard for the school. Typical comments include, 'I am very happy with the progress my child is making at school and I praise the staff for the good job they do' and 'My child has settled very well and feels safe and secure. She really enjoys school and can't wait to go.'

Throughout the school, staff are exemplary role models. They are also consistent in setting very clear and high expectations, which strongly promote the pupils' excellent behaviour and contributions to learning. The pupils' good attendance reflects their full enjoyment of school and the high quality of relationships. Pupils' spiritual, moral, social and cultural development is good. During the inspection, qualities such as valuing each other's ideas and friendship were consistently evident in all classrooms and during assembly. The pupils' well-being and their willingness to come to school were notable features of the very popular and very well attended breakfast club', equally appreciated by pupils and their parents alike.

Teaching and learning are good. The teachers' good use of assessment to understand and target pupils' future learning needs typifies most teaching. The information gathered about each pupil enables staff to challenge and support pupils effectively in relation to their differing needs. Other typical strengths, which underpin outstanding care, guidance and support, include very good management of pupils' behaviour and sharing learning intentions with the pupils. By giving good academic guidance, teachers and their capable assistants show pupils how to improve and maintain good progression in basic literacy and numeracy skills. In addition, all staff provide excellent pastoral care, including for those pupils with emotional needs or those who find learning difficult. As a result, pupils sense the value of school and develop very positive attitudes. All statutory safeguarding requirements are met. A current effort to increase pupils' involvement in evaluating their own work, for example during discussions at the end of lessons, is an improving, but not yet consistent, feature. There are other inconsistencies, which indicate that the school's overall effectiveness is good and not yet outstanding. Satisfactory rather than good teaching is seen at times when there is too much whole-class and adult-led teaching. These approaches reduce the time available for pupils to learn by finding things out for

themselves and therefore limit the pupils' opportunity to use and improve their skills, especially their writing, computer and independent research skills.

Standards are above average in all aspects of English and in mathematics and science by the end of Year 2. Many pupils make outstanding progress and attain even higher standards in reading. Occasionally, pupils do not have enough time to learn independently. As a result, pupils' information and communication technology (ICT) and their research skills are not yet developed to best effect. Relatively recent strategies to develop pupils' writing, for example weekly writing sessions and homework topics, are proving beneficial. However, a few of the more able pupils do not yet produce the quality of writing of which they are capable.

The school provides a good curriculum that also includes a strong emphasis on personal, social and health education. Specialist teaching of physical education alongside regular 'Fun Fit' and 'Wake Up and Shake Up' activities has proved very successful in raising pupils' skills and enjoyment. These are particularly evident in the pupils' accomplished and enthusiastic participation in clubs and activities and in their outstanding adoption of healthy, safe lifestyles.

Within good leadership and management, the headteacher plays a key role in empowering senior colleagues and governors to work effectively as a team. Together, leaders and managers evaluate the school's performance effectively and so have an accurate view of its strengths and areas to be improved. Their skill in targeting the right priorities has enabled the school to sustain above average standards and to continue good improvement since the last inspection. The school promotes community cohesion well. There is a strong commitment to school and local aspects of community and this includes an informative link between the school council and the town council. Topic studies which link subjects and home/school learning promote the global aspect of community to increasingly good effect. The school makes positive contributions to national charities, but recognises that promoting Britain as a community is work in progress. The school's success in building on good practice during a period of staff change, combined with a very clear vision for future development, show its good capacity to improve into the future.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The skills of children on entry to the Nursery are typically below those expected for their age, particularly in language and emotional development. Children generally make good progress in the Nursery and in Reception classes, in response to good teaching and curricular provision. The children's welfare is promoted in an exemplary way by diligent, caring staff and adult helpers. As a result, pupils relate well to each other and feel happy and safe. Effective leadership and management ensure that children experience a good range of adult-led activities and those they choose for themselves. This is particularly the case during afternoon sessions, when children also make good progress in their physical development. However, at times during morning sessions, adults occasionally spend too much time leading activities rather than developing new learning from the children's own choices, for example through questioning. Staff in Reception classes do well to provide good outdoor learning activities. However, as adult supervision is needed for the children to gain safe access, they cannot choose for themselves when to learn outdoors and this limits their independence. By the time they enter Year 1, most children reach the goals normally expected by this age. Many children do particularly well in developing excellent attitudes to school and in extending their understanding of words and numbers.

What the school should do to improve further

- Increase the proportion of good and outstanding quality teaching and learning, particularly regarding the promotion of pupils' independent learning and skills in using ICT.
- Bring writing skills to the same high standard as in reading, especially for the more able pupils.

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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?	1
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?	1
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	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	2

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?	1

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	1
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	1
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	1
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**

13 May 2009

Dear Children

Inspection of Trewirgie Infant School, Redruth TR15 2SZ

Thank you for making us so very welcome when we inspected your school recently. We thoroughly enjoyed talking to you and seeing you at work. We were impressed by several things, but especially by your excellent attitudes to school and the very kindly way that you treat each other. We agree with you and with almost all your parents, who feel that Trewirgie Infants is a good school.

These are the other main things we found:

- Standards are above average and show that you are taught well and make good progress. Many of you make excellent progress in reading.
- Your behaviour and the way you care for each other and contribute to your school community are excellent.
- You really enjoy school and benefit from an excellent range of clubs, sporting activities and visits.
- You feel safe and live very healthily because you receive excellent care and support from all the adults who work in the school.
- Your headteacher, staff and governors lead and manage the school well. They work extremely well with your parents and other people to help you to learn.

To help the school to improve even further, we have asked the headteacher, staff and governors to do two things:

- Give you more opportunities to work independently by finding things out for yourselves, including by using computers.
- Bring your writing skills up to the same high standard as your reading.

The headteacher, staff and governors know what needs to be done to improve the school and plan well to do this. You can help this process by continuing to work hard and support each other as well as you do.

Thank you for helping us with the inspection and best wishes for the future.

Yours faithfully

Alex Baxter Lead inspector