

Trekennen Community Primary School

Inspection report

Unique Reference Number	111933
Local Authority	Cornwall
Inspection number	325500
Inspection date	2 July 2009
Reporting inspector	John Laver

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	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	44
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	Simon Johnston
Headteacher	David Reardon
Date of previous school inspection	22 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Lezant Launceston PL15 9PH
Telephone number	01579 370435

Age group	4–11
Inspection date	2 July 2009
Inspection number	325500

Fax number

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Age group	4-11
Inspection date	2 July 2009
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Nearly all of the pupils in this very small village school are from a White British background. The proportion of pupils with learning difficulties and/or disabilities is below average. The school makes provision for a very small number of children in the Early Years Foundation Stage, in a class which combines reception children with pupils in Years 1 and 2. The school operates an early morning 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

This is a good school. Parents are very positive about what the school provides, particularly what they call its 'friendly and inclusive atmosphere,' so that the school 'feels part of our extended family'. There has been considerable improvement since the previous inspection, notably in the higher standards and improved achievement of all pupils.

Achievement in the Early Years Foundation Stage is currently satisfactory and improving. Standards on entry to Year 1 vary considerably from year to year. This has been reflected in the variable results of teacher assessments and national tests for seven- and 11-year-olds in recent years. The 2008 test results for Year 6 showed below average standards. However, several pupils in this class had joined the school other than at the usual starting points. Those who had been in the school from Year 1 made good progress. Current standards in both Year 2 and Year 6 are above average, with pupils making good progress. These pupils have benefited from teachers' higher expectations and a stronger focus on the needs of more-able pupils, which is an improvement on the previous inspection. Pupils are confident that most of the time they are challenged to do well, although occasionally a small minority of more-able older pupils feel that the work could be more demanding in subjects other than English and mathematics. Some of the work outside English does not sufficiently encourage pupils to develop skills, such as writing at length. Pupils' skills in information and communication technology (ICT) are less developed than in English, mathematics and science.

Pupils' personal development is good. Pupils enjoy coming to school. They talk enthusiastically about their lessons and the good range of after-school clubs, which have a high take-up, especially amongst older pupils. Pupils behave well and feel safe in school, as confirmed by parents. Pupils are confident that staff will deal effectively with the few incidents of misbehaviour. The school caters well for pupils' personal needs, and vulnerable pupils benefit from good support. The school has developed effective systems for assessing and tracking pupils' progress, and this leads to targets which are regularly monitored and modified as appropriate. However, teachers do not consistently use these targets or their own marking to show pupils clearly how to raise their performance to the next level.

Teaching and learning are typically good. Teachers manage the range of ability and ages well and the best lessons show pace and challenge, building on pupils' evident desire to learn. The headteacher monitors teaching effectively. Supported by the governing body, he has a good understanding of how the school can improve further, as reflected in appropriate planning. Because of the small workforce, the headteacher has to shoulder many responsibilities, but he is well supported by teachers and other staff. There has been good curriculum development, notably in the links created between various subjects and topics. The commitment shown by all staff is evident in the record of improvement since the previous inspection, as acknowledged by parents. Developments in key areas, such as pupils' achievement and the quality of teaching, allied with high expectations for the future, mean that the school has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 3

The overall effectiveness of provision for the very small group of reception children is satisfactory, although improving. The assessment arrangements for children joining Reception

are relatively new, and so the school has only just been able to accurately assess exactly how well children are achieving as they move through the Reception Year. However, it is evident that children's attainment vary considerably from year to year in how closely they match expectations for their age group. The current group of children show levels of skills and knowledge that are above expectations, and they are achieving satisfactorily. The curriculum is satisfactory. Teachers help the children to make good progress in some areas, for example in the early stages of writing. However, there is currently insufficient emphasis on child-initiated activity. There is limited access for pupils to the outdoor play area. The school has plans to improve this deficiency, along with the quality of the indoor learning environment. Children's personal development is currently stronger than their academic progress. They are developing as confident and often articulate individuals. This is partly due to their strong sense of security and well-being. As parents acknowledge, children are well cared for, and parents feel well involved in their children's learning. The current Reception provision is led and managed satisfactorily, with children fitting in well with the older pupils in Years 1 and 2. The leadership has plans in place to improve provision further.

What the school should do to improve further

- Improve the progress of children in the Early Years Foundation Stage by providing more independent learning opportunities, developing more accurate assessment opportunities and developing better access to outdoor play facilities.
- Help pupils improve their work to the next level through better marking, more consistent use of pupil targets and by teachers making more use of subjects other than English to improve skills, such as writing and ICT.

Achievement and standards

Grade: 2

Standards are above average and achievement is good. Pupils make good progress in all subjects, although they achieve less consistently in writing and computing skills. More-able pupils achieve better than they did at the time of the last inspection. Despite variations in previous national test results, there are no significant differences in the achievement of different groups of pupils. Pupils with a range of learning difficulties, including emotional difficulties and weaknesses in basic numeracy and literacy skills, as well as the few pupils with disabilities, all make progress at the same rate as other pupils. This is due to the dedicated work of teachers and support staff with vulnerable pupils. Teachers promote good learning for all pupils through strategies which include in-class support, 'booster' activities and opportunities to work with pupils in other classes.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils have opportunities for reflection in assemblies. Moral and social development is a particular strength, with pupils forming very good relationships with each other and appreciating the school's emphasis on promoting good behaviour. Pupils confirm the increased emphasis given to encouraging independent learning, which is a feature of the best lessons. They understand why it is important to maintain a healthy lifestyle, and enjoy in particular the sporting opportunities. Pupils feel safe in school and behave well. They have developed a good understanding of the world beyond their school. For example, they talk knowledgeably about last year's American presidential

elections and the links the school has established with overseas schools. Although attendance is average, this is due to the absences of a very small number of pupils. Pupils enjoy opportunities to help younger children in the school and value the school council, although it gives them limited opportunities to develop responsibility. Pupils feel that they are well prepared for the next phase of education, for example by developing good verbal and written communication skills, although there are limited opportunities to develop enterprise skills and some pupils are less confident in applying computing skills.

Quality of provision

Teaching and learning

Grade: 2

Teaching is typically good and has improved since the previous inspection, mainly because teachers now have higher expectations of what all pupils are capable of achieving. The school's own monitoring, as well as the evidence of the inspection, shows that there is good teaching when it is well paced and involves the pupils actively through discussion and activities, such as experiments in science. Teachers plan well to meet the needs of a wide range of ability and different ages. The school makes good use of outside specialists to develop skills in subjects such as physical education and French. There are an increasing number of strategies to provide extra support both for less able learners and for higher achievers who benefit from more challenge, for example when they are able to work with higher attainers in other classes. On the few occasions where teaching is less effective, teachers give insufficient feedback on how pupils can improve, for example in their marking.

Curriculum and other activities

Grade: 2

Pupils are very enthusiastic about the range of enrichment activities. Despite the small size of the school, it has an impressive record in competitive sports. There is a popular and valued breakfast club. The school makes good use of links with other schools and institutions. For example, there are opportunities to use sports facilities in a local secondary school. All pupils get the opportunity to swim. There is a well-organised programme for personal and social development. There is good provision for pupils with learning difficulties, and the most able pupils benefit from extra activities organised in other local schools. The school usually meets the needs of pupils in mixed-age classes by curriculum planning which ensures progression in the depth and range of learning. However, occasionally, opportunities are missed to consolidate this progression in topics such as history and geography, where the work is sometimes less demanding.

Care, guidance and support

Grade: 2

The school has secure arrangements in place to ensure child protection and safety generally, whilst pupils are confident that they will be well looked after. There are good procedures in place to promote attendance. Vulnerable pupils get good support from teaching and support staff, and benefit from good links with outside agencies. Pupils feel that the transition arrangements give them confidence in preparing to move on to their next school. The procedures for tracking pupils' progress through the school have improved considerably since the previous inspection. Most pupils regard the targets which result from these assessments as helpful in

encouraging them to give of their best in lessons. However, teachers' marking is not sufficiently informative to help pupils improve their work significantly.

Leadership and management

Grade: 2

The headteacher has instigated some key improvements since the previous inspection, supported by staff, parents and a governing body which contains several new and enthusiastic members. Strategies involving good professional development, effective deployment of more support staff and adoption of a range of intervention strategies, have successfully improved achievement. The school has developed good links with local schools, offering joint provision for some activities, such as trips, and benefiting from links with the local business community. The school makes a good contribution to community cohesion. There are good links with the local community, evident in activities, such as environmental projects with a nearby town. There are links with an English school in an inner-city area, and with schools in Africa. Pupils talk enthusiastically about their e-mail links with a Dutch school. However, some of these initiatives to extend pupils' awareness of the wider world are at a relatively early stage.

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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?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

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?	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	3
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	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of Trekenner Community Primary School, Lezant, Launceston, Cornwall PL15 9PH

Thank you for welcoming us into your school recently. It was very interesting for us to hear you talk enthusiastically about your school and we enjoyed seeing you in lessons and around the school.

We agree with you and your parents that the school is a welcoming place that keeps you safe. We know that you very much enjoy coming to school, you like your lessons and look forward to taking part in activities, such as the after-school clubs, the breakfast club and the residential visit. You behave well and act politely towards visitors. The older pupils in particular have a good understanding of what it means to have a healthy lifestyle and you talked well about the things you liked in school. We know that you enjoy serving on the school council and helping other children.

Trekenner Primary gives you a good standard of education. Your teachers teach you well, and you told us that many of your lessons are fun. Many of you do better in your work than children in many other schools. The headteacher leads the school well and has made sure that the school has improved in recent years. The teachers and other staff look after you well.

We have asked the school to do two things to help the school become even more successful. First, there are some things which would help the youngest children in the school do even better: having better resources and more opportunities to do things for themselves. Second, although most of you do very well in school, we have asked your teachers to use your targets more, give you more information when marking your work, and give you more challenging activities in some of your topic work, since some of you sometimes find this work a bit easy. You can all help the school improve even more by continuing to work as hard as you do now.

Once again, thank you for making our visit to your school an enjoyable experience. Good luck for the future.

Yours faithfully

John Laver

Lead inspector