

# Trythall Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	111791
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	337739
<b>Inspection dates</b>	7–8 December 2009
<b>Reporting inspector</b>	Mike Burghart

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 of pupils on the school roll</b>	49
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ken Wood
<b>Headteacher</b>	Matthew Strevens
<b>Date of previous school inspection</b>	3 September 2006
<b>School address</b>	New Mill Penzance Cornwall TR20 8XR
<b>Telephone number</b>	01736 362021
<b>Fax number</b>	0
<b>Email address</b>	head@trythall.cornwall.sch.uk

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Royal Exchange Buildings  
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Manchester M2 7LA

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## Introduction

This inspection was carried out by one additional inspector. The inspector visited nine lessons and an assembly, and held meetings with governors, staff, groups of pupils and parents. He observed the school's work and, among other things, looked at class and school planning, records of pupils' progress, minutes of governors' meetings and reports from the local authority. The inspector considered responses to Ofsted questionnaires from 19 parents, seven staff and 28 pupils.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- the effectiveness of provision for children in the Early Years Foundation Stage
- the quality of school self-evaluation
- the use made of information and communication technology to support teaching and learning
- the use the school makes of assessment to gauge and track pupils' progress.

## Information about the school

This is a much smaller than average primary school serving a rural area. Virtually all pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is below average. Such needs mainly feature moderate learning difficulties. There are two classes. Children in Reception are taught in the same class as those from Years 1 and 2. They follow the Early Years Foundation Stage curriculum. The headteacher, who teaches the Key Stage 2 class for two days a week, took up his post in September 2009. The school holds the Healthy School award and Activemark. A privately run pre-school group meets in the school's hall.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a happy, friendly school that takes good care of pupils. Staff know pupils very well. Pastoral care is an undoubted strength and is a central reason for pupils' and parents' confidence in Trythall. Pupils reach broadly average standards and make generally satisfactory progress. Overall the school gives pupils a satisfactory standard of education. This is a lesser judgement than in the last report. It is partly as a result of a lower trend of attainment and slower progress rates over the past three years and partly because there are now different criteria for success in the inspection framework. School records show that some pupils, especially the more able, have underachieved because of a lack of suitable challenge resulting from insufficient use of assessment information to set precise targets. In a few lessons, for example in Years 1 and 2, this is still the case. Staff are consciously working at improvements based on the good models which already exist in some lessons in both classes. A barrier to learning lies in inadequate resources available for information and communication technology (ICT). A lack of staff expertise and the absence of discrete planning to show how ICT will be used to support other subjects restrict pupils' appreciation of its power as a tool for learning.

Children get off to a satisfactory start in Reception and make sound progress. Good progress in personal, social and emotional development underpins the strong relationships and high levels of respect and consideration which are common throughout the whole school. The lack of suitable outdoor secure space is a barrier to some elements of social, physical and creative development. This was an issue raised in the last report and improvements have been too slow in coming.

Good monitoring of teaching and learning successfully highlights development points and records show that the quality of teaching is steadily being raised. Good self-evaluation means the school knows its strengths and weaknesses and there is a strong determination to bring about improvement driven by the headteacher. New initiatives, for example in planning which is better tailored to what pupils know, understand and can already do, are making a difference. There are signs of success especially in the quality of writing in Years 3 to 6 and in pupils' awareness of their own progress. However, the newness of the commitment to addressing the situation means that the track record of success is as yet unproven. Consequently, notwithstanding governors', teachers' and teaching assistants' conviction that things are on the right track, the school's capacity to sustain continuous improvement is judged satisfactory rather than good.

## What does the school need to do to improve further?

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- Raise attainment, improve progress rates and ensure that pupils achieve their full potential by:
  - developing the quality of teaching to the good level already evident in some lessons, with staff making more effective and consistent use of assessment information to ensure that all pupils, especially the more able, are always fully challenged.
- Raise attainment in ICT, and develop pupils' appreciation of its potential to support other subjects by:
  - substantially increasing the number of computers available to each class
  - setting up a network so that pupils can safely access the internet
  - providing staff training to make the most of such equipment
  - developing planning to show how ICT is to be used across the curriculum.
- Improve outdoor learning opportunities for children in Reception, ready for the summer term 2010, by:
  - providing a dedicated, secure, well-resourced, stimulating space that will allow children the choice of free flow from inside to out.

**Outcomes for individuals and groups of pupils****3**

Pupils' learning and the progress made in lessons observed were at least satisfactory, with good features in how older pupils are evaluating their own work. For example, pupils achieved well in mathematics in both classes when learning objectives were clear and the more able were stretched with additional investigations to follow and problems to solve. Work in pupils' books shows that such challenge is less obvious in Years 1 and 2 with some pupils underachieving. The school is aware of this and has tightened planning to set targets for different ability groups to address the situation. There are positive signs with a good impact on the progress of pupils with special educational needs and/or disabilities. Such pupils make good improvement against their personal targets and satisfactory progress overall compared to others of the same age.

Attainment in writing has been raised as a result of being a school focus, but gaps over time mean that outcomes are average with some catching up still to do. Nevertheless, there are indications that standards by the time current Year 6 pupils leave will be above average overall. This would suggest good achievement. However, in recent years attainment has been broadly average in English, mathematics and science with pupils making satisfactory progress. It will take more time for new initiatives to have full effect and move what is satisfactory achievement to consistently good.

Pupils are eager to say they enjoy school and particularly like themed topic work and the associated visits and visitors. They show that they are happy to work and play with any other pupils. 'This is like a big family,' said one boy with much nodding from those around him. The way the school fosters personal development, a strength of the last inspection report, very successfully helps pupils to grow up as sensible, caring and healthy young people. The newly formed school council and the opportunities pupils

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have to act as monitors and playground 'chums' successfully encourage a sense of contributing to the school as a community. Pupils are very considerate and have an outstanding appreciation of right and wrong. They behave consistently well and have very positive attitudes to school. They enjoy active learning and making use of the skills they have mastered. Hearing the whole school playing recorders and bell plates and listening to the proficient guitar group were real treats.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The profile of pupils' attainment and achievement over the last three years indicates that teaching has been satisfactory, but at the same time suggests that some potentially more-able pupils have not been challenged enough. Recent changes in planning and newly introduced procedures to make better use of assessment to target improvements are having positive effects, not least of which are in pupils' enjoyment. Nevertheless, there are still too many undemanding activities, for example in a Years 1 and 2 mathematics lesson on the properties of two-dimensional shapes that allowed pupils to focus more on colouring in than comparing characteristics.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Improvements mean there are now good features in the clarity of learning objectives for each activity, in how older more-able pupils are being extended and in the way that new interactive whiteboards are being used. In a very successful lesson on analysing play scripts, pupils made outstanding progress because of the strategies presented by the teacher and high staff expectations of work and behaviour. It is too soon to judge teaching as good but the growing effect of improvements is evident in lessons and in pupils' work. For example, the quality of pupils' writing is being improved and, although it remains a legitimate target for further development, in a notable step forward, more-able pupils in Years 5 and 6 are set to reach above-average levels which none achieved in 2009.

Curriculum provision is sound. Improvements to cross-curricular planning for pupils of different ages and abilities in the same class are in hand. With the exception of ICT, all required subjects are covered in sufficient depth, with a positive feature in the introduction of French as a modern foreign language. A highlight of provision is found in the wealth of extra-curricular opportunities made available through good partnerships with a local cluster of schools and the peripatetic music service. An obvious weakness is in inadequate resourcing and use of ICT which means pupils' basic skills are below those levels expected and independent learning skills, such as research, are restricted.

Good care and guidance are founded on staff's good knowledge of pupils and on strong relationships between adults and pupils. Pupils know they will be listened to and that their views will be considered. There is an ethos of trust where pupils are not afraid to make mistakes and learn from them, and this makes an excellent contribution to the school's happy atmosphere.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher provides drive and ensures the school has educational direction. He has achieved a lot in a short time, especially in effective monitoring of the quality of teaching and bringing about improvements. He has introduced a new system of assessment which seeks to draw pupils in as partners in gauging their own progress. Although in the early stages, success in Years 3 to 6 is proving a good example to be followed in other year groups. Information is being used as the basis for good self-evaluation that ensures the school knows its strengths and weaknesses. In such a small school much of the initiative for such change understandably rests with the

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headteacher. Currently nearly all the responsibility for identifying and planning for priorities of development planning lies with him. Governors are supportive of the school especially in terms of contributing to the management of accommodation and the budget. However, they are not yet in a position to best challenge the school in terms of the impact of decisions and initiatives on pupils' learning and achievement. With the best of intentions they have not made full use of all the funds currently available. Safeguarding arrangements, which have been a central focus of the development plan, successfully meet requirements and underpin pupils' confidence in feeling safe.

Strengths of the school include its partnership with parents and outside agencies to support learning and the way pupils of all abilities are included in all activities. The management of support for those with special educational needs and/or disabilities is good, helping pupils to make the same progress as others of similar ages.

The school's contribution to community cohesion is good on the local level with the school playing an integral part in village and Cornish life. Pupils' appreciation of lifestyles, faiths and customs in the wider world is satisfactory, but through limited opportunity it is underdeveloped in terms of their understanding of differences across the United Kingdom.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

Small numbers in the Reception Year group mean that children are taught in a class with Years 1 and 2. Until recently this resulted in there being too few chances for children to learn in ways recommended by the Early Years Foundation Stage guidance. New



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initiatives, supported by expert advice from the local authority, and improved internal resources and planning now ensure that leadership and management of provision are satisfactory. Consequently, children have opportunities to learn through an appropriate diet of activities they have chosen for themselves and those they are directed to by adults. Outdoor provision, which was criticised in the last inspection, although improved, is still not good enough. There is no secure dedicated space and insufficient resources to support aspects of learning, for example in ride-on and climb-on activities and creative and social play. Good relationships underpin the school's good induction and care procedures. Staff know children well and make sure learning is fun. As a result children, many of whom start school with skills below the levels expected of this age group, make satisfactory progress and finish their Reception Year close to the national average; an exception being in the aspects of communication, language and literacy that form the basis of emergent writing, where standards are below average. Children make good progress in personal, social and emotional development, fitting in well to the school's ethos of being considerate and prepared to listen to others, and of sharing.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

Parents and carers have confidence in the school. Many have chosen it for their children over other schools closer to home. Typical positive comments include: 'Staff really know my child well' and 'My child could not be happier!' Parents clearly favour Trythall's small family atmosphere and appreciate the quality of relationships and care. They feel that children make good progress especially in personal development. A small minority of parents have reservations about the school's intentions to develop the use of ICT. This inspection finds that such improvements are necessary for pupils to have the opportunities required by the National Curriculum in support of their learning. There is a particular need to increase the number of computers available and introduce a network in order to provide internet access. The school already has robust systems in place to safeguard pupils, with appropriate plans for these to be updated as new equipment is introduced.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Trythall Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 19 completed questionnaires by the end of the on-site inspection. In total, there are 49 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	68	6	32	0	0	0	0
The school keeps my child safe	15	79	3	16	0	0	0	0
The school informs me about my child's progress	11	58	3	16	0	0	0	0
My child is making enough progress at this school	15	79	3	16	3	16	0	0
The teaching is good at this school	15	79	4	21	0	0	0	0
The school helps me to support my child's learning	15	79	2	11	1	0	0	0
The school helps my child to have a healthy lifestyle	14	74	4	21	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	10	53	6	32	0	0	0	0
The school meets my child's particular needs	15	79	2	11	1	5	0	0
The school deals effectively with unacceptable behaviour	14	74	4	21	0	0	0	0
The school takes account of my suggestions and concerns	12	63	5	26	1	5	0	0
The school is led and managed effectively	8	42	7	37	1	5	0	0
Overall, I am happy with my child's experience at this school	15	79	4	21	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



9 December 2009

Dear Pupils

Inspection of Trythall Community Primary School, Penzance TR20 8XR

Thank you for your help and warm welcome when I visited your school. I was particularly impressed with the school council and the way you all get on with each other. As you know there are lots of changes going on to improve the school. They have not had time to make a big difference yet. In the meantime Trythall gives you what adults call a satisfactory education which means most things are as they should be, some things are good and some could be better.

Here are some of the highlights.

- You are being successfully helped to grow up as sensible, healthy, considerate young people.
- You behave well.
- The staff take good care of you and make sure you are treated fairly.
- Your new headteacher has made a good start in leading the school.
- Those of you who sometimes find work difficult are given good support.
- You have a good range and number of activities to do after school.
- Trythall is a happy school. Lots of you told me how much you like it and how friendly everyone is; I can see why.

Your teachers and governors understand that in order to be even better the school needs to:

- make sure you do as well as you can. To do this staff need to be sure that what you have to do challenges you to do your best
- greatly increase the number of computers and give the staff more training to make sure that you get plenty of opportunities to use ICT, for example for internet research
- improve the outdoor space for the children in Reception, making sure that this is safe and has plenty of interesting things for them to play and learn with.

You can help by continuing to work hard.

I wish you all well for the future.

Yours sincerely

Mike Burghart

Lead inspector

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