

# Trannack Community Primary School

## Inspection report

---

<b>Unique Reference Number</b>	111825
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	337750
<b>Inspection dates</b>	28–29 January 2010
<b>Reporting inspector</b>	Ronald Hall

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	51
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Jeff Davis
<b>Headteacher</b>	Mrs Cherry Hawker
<b>Date of previous school inspection</b>	4 April 2007
<b>School address</b>	Trannack Helston Cornwall TR13 0DQ
<b>Telephone number</b>	01326 572100
<b>Fax number</b>	01326 572100
<b>Email address</b>	head@trannack.cornwall.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	28–29 January 2010
<b>Inspection number</b>	337750

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited four teachers in nine lessons covering four hours of observations. The team held meetings with governors, staff and groups of pupils. They observed the school's work, looked at data collected by the school and local authority on pupils' progress, the school improvement plan and procedures for keeping pupils safe. A range of documentation and pupils' books were scrutinised. A total of 28 questionnaire responses from parents and carers were scrutinised, together with questionnaire responses from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of teaching and learning on all groups of pupils
- the impact of leadership and management at all levels, and especially the new governing body, on driving the school forward and contributing to school improvement
- the progress of all pupils, especially more able pupils.

## Information about the school

This is a smaller than average rural school with fluctuating numbers. Most pupils live outside the catchment area, travelling from the nearby town of Helston and neighbouring villages. All the pupils are from White British backgrounds. They are taught in three mixed-age classes, with children in the Early Years Foundation Stage taught in the same class as pupils in Key Stage 1. The percentage of pupils known to be eligible for free school meals is below average. The percentages of pupils with special educational needs and/or disabilities, and of those with a statement of special educational needs, are above average. The governing body has gone through some turmoil over the past two years. The current governing body is relatively new to the school in both personnel and structure.

**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?**

**2**

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

**2**

## Main findings

Trannack Community Primary School is an effective, improving and happy school. Pupils enjoy attending. One commented, 'I love coming to see my friends and the teachers make learning fun.' The curriculum is broad, well balanced and well organised, presenting the pupils with a range of interesting and highly relevant learning opportunities. It is supported by an excellent range of extra-curricular activities, such as surfing and sailing lessons, which builds pupils' self-confidence and esteem. Pupils are polite and well mannered, and have an excellent understanding of how to keep themselves healthy and safe. The pupils and staff feel the school is highly supportive and both groups do all they can to make newcomers welcome. The views of the staff can be summed up by one comment: 'The headteacher has ensured that the school has really progressed and everything is improving.'

The dedicated and skilled headteacher supported by the leadership team and the new governing body, has effectively restructured all aspects of the school's organisation. The impact of this has been to improve the quality of teaching and learning and to achieve a marked and sustained improvement in attainment and progress in all subjects over the past two years. This demonstrates that the school has good capacity for sustained improvement. The school development plan is well focused and informed by accurate self-evaluation. Leaders and managers have created an Early Years Foundation Stage that provides a good start to the pupils' education. Children enter the Early Years Foundation Stage with expected age-related levels and make good progress to enter Key Stage 1 a little above national expectations. This continues throughout the school, with pupils now reaching levels above national averages by the end of Year 6.

The focus for the headteacher has rightly been in improving the quality of teaching and learning for all pupils to raise standards, which are now good overall. However, the modelling of exemplary teaching is not yet sufficiently shared within the school to give consistently strong teaching and learning. The school has generated a range of useful and in-depth data on individual pupils' performance and with support from the local authority has used these effectively to raise attainment and standards. It has, for example, recognised that more able pupils are not currently doing as well as they might, and has put in place robust plans to correct this. Teachers' planning, marking and assessment are having a positive impact on pupils' progress and attainment but marking is not always clear enough in showing pupils how to improve.

Trannack Community Primary School has good links with other local schools and organisations, providing a range of learning opportunities. There are good links with a wide range of external agencies, including in undertaking some outstanding work to provide early interventions in support of pupils with special educational needs. This

**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

ensures that these pupils make good progress in line with their peers. Excellent engagement with parents, particularly to support children when they first arrive in the school, further contributes to the exceptional quality of care, guidance and support for pupils.

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

- Increase the proportion of good and outstanding teaching and learning through effective modelling of good practice.
- Ensure all teachers mark effectively to clearly inform pupils of how to improve by providing examples of and models of exemplary practice.

## Outcomes for individuals and groups of pupils

**2**

In most lessons observed during the inspection pupils made good progress, with achievement for all groups being at least good. In a good mathematics lesson the pupils were fully engaged and working at a range of ability levels on a series of number challenges. Good use of collaborative work was seen to both enhance learning and encourage pupils of different ages to strive to achieve even higher results. Pupils are enthusiastic in their learning, particularly so where teaching is at its best. Those with special educational needs and/or disabilities generally make at least good progress, and the school is successfully addressing some weaker progress by higher attainers by offering work that stretches and challenges them.

Pupils play a vital role in the life of the school and community as members of an active school council, which works to raise money for numerous causes. They are increasingly involved in the development of the school and enjoy their responsibilities. Pupils' enjoyment of school is reflected in their improving attendance.

Pupils demonstrate good social skills and are helpful both to each other and to adults alike. Their good development of basic skills and effective collaboration with others prepare them well for later life. Pupils' spiritual, social and moral understanding is good and the effect of this can be seen in all they do and the way they behave. Although developing, the pupils' understanding of other cultures and the diversity within this country is not yet giving the pupils the required depth of knowledge expected. The school has a healthy approach to life, which reinforces and develops the pupils' outstanding understanding of healthy lifestyles. Pupils have an outstanding understanding of staying safe and are confident in raising any concerns.

*These are the grades for pupils' outcomes*

---

<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.

**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

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>2</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?

Generally teachers have good subject knowledge and skills to use different approaches to engage pupils in lessons. Good use is made of a range of resources and equipment to help make lessons fun and interesting. In the majority of good or better lessons, the level of challenge and pace enthralls and motivates the pupils. In the small minority of lessons which are satisfactory, the pace is slower and the pupils are unclear of their learning objective. Generally, good use is made of partner and group work to help pupils share ideas. Pupils generally know their targets but these are not consistently reinforced during lessons or through the marking and assessment processes. Thus, in some classes opportunities are missed to reinforce learning and gain an accurate assessment of pupils' knowledge and understanding and to show them how to move forward. Teachers mostly set challenging targets for their pupils and effectively monitor pupils' progress against these, but subject leaders do not always review these regularly enough to ensure that they consistently stretch and challenge every pupil.

The changes in, and approach to, the curriculum have resulted in its supporting learning to a much greater degree than previously. Staff have worked hard to develop a curriculum which intermixes skills, knowledge and understanding in a way that allows pupils to broaden their thinking and learning. There is good use of visits and visitors to enhance learning, and resources are carefully selected to support and develop understanding. There is an excellent range of sporting and other extra-curricular activities that enrich and enhance the pupils' learning opportunities.

For those for whom learning does not come so easily, the school has good early intervention procedures to ensure good progress. The school works exceptionally well in

**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

partnership with parents and other agencies to promote pupils' well-being.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The effective headteacher has a clear vision for improvement, which is successfully communicated to and shared by all staff. With clear knowledge of areas for development, leaders plan appropriately for improvement. They are well supported by the governors, who increasingly challenge and monitor all aspects of the school's work. Middle managers are not yet effectively involved in monitoring target setting, planning and marking processes. This has resulted in inconsistent application throughout the school, with the more able not always achieving their best, but this is being effectively addressed by the leadership team.

The school successfully promotes equal opportunities, takes all opportunities to challenge discrimination and is very inclusive. School principles are well modelled and taught by all staff, and have a very positive impact on pupils' attitudes and personal development. The school promotes local community cohesion well, as local links are very strong and the pupils' responsible attitudes and behaviour in and around school reinforce the school ethos and teaching. The school has some national and international links but these are not providing pupils with sufficient understanding of other cultures and the effects they have on our society.

Safeguarding arrangements are good and both staff and pupils state that they feel very safe and secure in school. There are good safety and security systems in place for online learning and pupils fully understand the need for these measures.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children achieve well in the Early Years Foundation Stage and make good progress to reach standards that are a little above average when they reach Year 1. This is due to consistently good teaching. A prime example was a session related to salt dough. Careful and thoughtful questioning and interaction between the teacher and children resulted in good responses and language use from the children. One child giggled, 'It's squidgy and stretchy.'

Children acquire the skills they need for the future well. These are developed through the consistent use of routines, giving children responsibility for small tasks and allowing them to initiate their own activities, so that they can be confident enough to make appropriate decisions and choices. Children demonstrate how to stay safe and healthy through their good behaviour. Relationships between peers, children and adults are very good. Excellent positive adult role models reinforce and develop this further.

Assessment is increasingly used effectively throughout by all staff, who monitor children's progress and record it in their 'Learning Journeys'. Group and individual observations are utilised effectively to plan activities that extend children's learning. The good leadership gives a clear direction, with a strong focus on achievement. Transition arrangements, both into and out of the provision are strong and these are closely linked to the outstandingly strong relationships with parents and carers. The school is making good use of local authority support to develop staff professionally. Leadership of the Early Years Foundation Stage takes every opportunity to refine and enhance practice further. All policies and safeguarding procedures are in place and meet requirements.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers



**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

Parents and carers who returned questionnaires, or who spoke to inspectors, are overwhelmingly supportive of and happy with the school. Although there were some parents who were concerned over aspects of the leadership of the headteacher and the governing body, inspection findings did not support these views. The majority of parents feel the school is well led and has a strong and capable staff team. The views of parents were summed up by the following: 'The school is doing a fantastic job. The teachers know each child and their strengths and weaknesses. My children enjoy coming to school.' Parents feel pupils make good progress, although a few felt this was not the case for all pupils. Inspectors agree that some higher attaining pupils have not made as much progress as others, but are clear that the school has now taken effective action to address this problem. Parents feel it is a very warm and caring environment and the teachers take great care of the children, and inspectors share that view.

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

Ofsted invited all the registered parents and carers of pupils registered at Trannack 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 28 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	18	64	10	36	0	0	0	0
The school keeps my child safe	21	75	7	25	0	0	0	0
The school informs me about my child's progress	17	61	10	36	0	0	0	0
My child is making enough progress at this school	17	61	10	36	0	0	0	0
The teaching is good at this school	22	79	5	18	0	0	0	0
The school helps me to support my child's learning	19	68	7	25	0	0	0	0
The school helps my child to have a healthy lifestyle	19	68	9	32	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)	15	54	8	29	0	0	0	0
The school meets my child's particular needs	19	68	9	32	0	0	0	0
The school deals effectively with unacceptable behaviour	15	54	11	39	0	0	0	0
The school takes account of my suggestions and concerns	13	46	13	46	0	0	0	0
The school is led and managed effectively	10	36	10	36	4	14	2	7
Overall, I am happy with my child's experience at this school	21	75	7	25	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.**



1 February 2010

Dear Pupils

Inspection of Trannack Community Primary School, Helston, TR13 0DQ

Thank you for making the inspection team feel so welcome. Your very pleasant and positive attitude towards us helped to make our visit very enjoyable. We were especially impressed by your positive approach and the pride you take in your school. You have an excellent understanding of how to stay safe and healthy. You contribute to your local school community well and take pleasure in the positive reputation of your school. Many of you highlighted how safe and happy you felt in school because the teachers and staff take great care of you all. You also stated you felt yours was a good school and we agree with your views.

The excellent relationships you have built up with the teachers and other staff encourage you to try hard and always do your best in lessons. The links you have with other schools and organisations locally help to broaden your understanding. The headteacher, governors and staff have all worked hard to make your school successful. In order to make your school even better, we have asked school leaders to work on the following things.

- Help teachers share best practice so that the teaching and learning in lessons are always at least good.
- Mark your work with clearer comments so that you know how to improve it in the future.

I wish you all the best in the future and I am sure you will all continue to help make your school an even better place for you to learn.

Yours sincerely

Ronald Hall

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**