

# St Erme with Trispen Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	111871
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	337766
<b>Inspection dates</b>	11–12 May 2010
<b>Reporting inspector</b>	Paul Sadler

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>	74
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bill Gunn
<b>Headteacher</b>	Julie Orrell
<b>Date of previous school inspection</b>	12 May 2010
<b>School address</b>	Trispen Truro TR4 9BJ
<b>Telephone number</b>	01872 279539
<b>Fax number</b>	01872 279539
<b>Email address</b>	head@st-erme.cornwall.sch.uk

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

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## Introduction

This inspection was carried out by two additional inspectors. They observed seven lessons taught by four teachers. Meetings were held with staff, governors and a group of pupils. They observed the school's work, and looked at documentation including curriculum and strategic planning, records of pupils' progress and that concerning the safeguarding of pupils. The responses to questionnaires completed by staff, pupils and 37 parents and carers were analysed.

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

- achievement in mathematics, and of higher attaining pupils, in Years 3 to 6
- behaviour of pupils in and out of lessons, to see if it has improved since the last inspection
- attendance, including any impact on pupils' preparation for economic well-being
- the impact of teaching, the curriculum and leadership and management on pupils' progress, including in the Early Years Foundation Stage.

## Information about the school

This small school serves two villages and the surrounding area. Almost all pupils are of White British ethnicity. The proportion of pupils with special educational needs and/or disabilities is below average, although their needs range from profound and multiple disabilities to moderate behavioural and learning difficulties.

The school reorganised from four classes into three in September 2009. Provision is made for children in the Early Years Foundation Stage in a class which includes Reception children and a few Year 1 pupils, and which children of nursery age attend in the mornings. Other pupils in Year 1 and older pupils are taught in two other classes.

**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

This is a good school which has improved considerably since its last inspection. Attainment at the end of Year 6 in English is now above average and there is clear evidence that attainment in mathematics is improving rapidly from its currently average position. Overall, children and pupils achieve well as they are making good progress in their work and they also behave well, which is an improvement since the last inspection. This is because teaching is consistently good throughout the school. There are very good relationships between staff and pupils and well-established classroom routines enable pupils to get on with their work. Their enjoyment of school is shown by the fact that during the national tests for Year 6 ('SATs week'), pupils asked if they could do another test on Friday, when one is not set! Assessment is a strength and is another area of significant improvement, especially the very thorough marking of work and high-quality feedback given to the pupils on how to improve it. All groups of pupils achieve equally well and those with special educational needs and/or disabilities make good progress because of the good quality support they receive from teaching assistants and others.

The school has an exciting curriculum which is well led by the thoughtful and able headteacher. A good example is the excellent work to promote community cohesion. Pupils, under the guidance of the local community police officer, undertake conservation work such as planting trees and painting shelters in the village which gives them a sense of pride in the place they live. There are strong links with schools in Birmingham and Kenya which enable pupils to learn about people of other faiths and cultures. Overall, they make an outstanding contribution to the community and this, together with the very good support for those with gifts, talents, special educational needs and/or disabilities, demonstrates the school's excellent promotion of equality of opportunity. Rare incidents of discrimination are also tackled very effectively.

Leadership is good, but too much rests on the shoulders of the headteacher who also does some class teaching. The school has an accurate picture of its strengths and weaknesses based on rigorous monitoring, especially of teaching, and assiduous use of data to analyse pupils' progress. Any slow progress is rapidly identified and successfully rectified through effective strategies such as one-to-one teaching. However, a few weaknesses remain. While the attendance of most pupils is at least satisfactory, overall attendance is below average because of a very small minority of pupils. There are some positive signs in initiatives being taken to address the situation but these have yet to have full effect. Leadership of the Early Years Foundation Stage is inexperienced and, while provision is good overall and there have been recent improvements to assessment, the provision for children of nursery age is not always sufficiently well

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matched to their age and stages of development. Nevertheless, the very good improvements made in pupils' attainment, progress and behaviour, and in the quality of teaching and assessment, mean the school has a good capacity to improve further.

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

- Ensure that, by July 2011, attendance is improved, at least to match externally set targets by:
  - responding to all unexpected absence on the first day that the pupil is away
  - reinforcing the importance of good attendance to pupils and their parents
  - using the full range of available strategies to tackle persistent absence.
- Strengthen the breadth and depth of leadership by:
  - ensuring that there is greater distribution of curriculum and subject leadership utilising the strengths and interests of staff
  - further enhancing the quality of leadership in the Early Years Foundation Stage, focusing especially on improving provision for children of nursery age.

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

**2**

Pupils' good progress is evident in their written work. Quality cursive handwriting is developed from Year 1, so that by Year 6 pupils can write fluently and at length in a range of styles. Work in mathematics is focused on developing the skills needed to solve problems which are set in an attractive context, as when pupils in Years 4 to 6 found the perimeter of Cornish gig boats. Their work showed that more able pupils are attaining standards above those expected for their age; for example, pupils in Year 2 understood the idea of a 'fair test' in science. Intensive support for pupils making slower progress means they soon catch up so that support can in time be withdrawn while monitoring of their progress continues. Most behaviour is exemplary and behavioural difficulties are very well managed. Parents correctly point out that a few younger boys occasionally cause problems for those even younger than themselves, but the school is aware of this and has plans to address it. Pupils rightly feel safe and respond very well to the school's good work to promote exercise and follow a healthy diet, although they have limited understanding of other health issues such as substance abuse. Pupils have a good understanding of citizenship developed through the school council and learning detectives, one of whom led the 'Ocean Wave' party which won the recent general election, and was elected as the school's prime minister.

Many of the skills that pupils will need in later life are developing well, for example those of independence and collaboration, seen when groups of more-able pupils designed a 'maths trail' in the school grounds for the younger ones. However, the low attendance of some pupils means that overall the development of their skills is satisfactory.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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>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>1</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>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Many teachers design their own resources to match the pupils' interests and this creates a 'buzz' in the classroom. A recent visit by staff from the partner school in Kenya had promoted interest in their culture and history, and inspectors saw African drumming of a high standard as a result. A competition to grow the tallest sunflower was causing a lot of excitement, with much measuring of plants and discussion of growing conditions. Pupils are encouraged to assess their own progress from the nursery on, starting with the use of thumbs to say if they have understood. Teachers make great efforts to adapt work to suit the wide range of ages and abilities in each class. Usually this is successful, but on occasions the work can be too easy or too difficult for a few. For a small school there is a wide range of additional activities available to pupils, such as a variety of sports, art, gardening and working with pupils from other schools through the good links with the local secondary school.

In many respects the school provides excellent care and support, especially for pupils with special educational needs and/or disabilities. For example, both staff and pupils go to great lengths to include pupils with profound and multiple disabilities. Pupils receive very good guidance, apart from the fact that insufficient steps have been taken to improve the attendance of those who are persistently absent, such as by telephoning on the first day of unexpected absence or using the full range of available strategies such as the intervention of external agencies.

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<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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*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>2</b>

**How effective are leadership and management?**

Leaders and managers have brought about good improvements over the past three years. The headteacher and governors have the necessary ambition and drive to make the school even better. Monitoring and evaluation have led to significant improvements in the quality of teaching and assessment, and the confidence of staff is demonstrated by the fact that pupils observe lessons in other classes and feed back their observations. Other leaders are relatively inexperienced, but they are enthusiastic and are rapidly acquiring the skills needed to play a fuller part in the school's development, such as leadership of key curriculum areas.

The school meets all current requirements to keep children safe and governors place an appropriately high priority on this important duty. There are good partnerships with parents, other schools and external agencies, although these have yet to make a significant impact on improving rates of attendance.

*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>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>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

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## Early Years Foundation Stage

Children in the Early Years Foundation Stage make good progress, especially in their social and emotional development and in their early literacy and numeracy, and almost all reach or exceed the expected levels by the time they enter Year 1. Provision is especially good for those in the Reception year. There is a large, exciting and well-used outdoor area with cover and secure fencing. An adult organised a cycling activity around a road with signage and pedestrian and railway crossings. Children responded with huge enthusiasm and learned a great deal about road safety and consideration for others, as well as developing their physical and communication skills.

Many activities for children in the nursery are appropriate and develop their skills effectively, but some are too long and use a somewhat formal approach which leads occasionally to tiredness and frustration. The frequency of new admissions to the nursery means that the range of stages of development that the children are at is quite wide, and this is not always taken fully into account when activities are planned.

There is new leadership of the Early Years Foundation Stage and much work has been done to improve the accuracy and rigour of assessment, and to improve links with parents, such as through a 'stay and play' session to which younger siblings are invited. While the impact of these improvements is yet to be fully apparent, there are positive signs such as improved identification of children's strengths and weaknesses.

*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	3

## Views of parents and carers

All parents and carers who responded to the questionnaire said their children enjoyed school and all who gave an opinion felt their children were safe. A very large majority believed the teaching to be good and that their children were making good progress as a result. Parents and carers of pupils with special educational needs and/or disabilities were especially positive. 'My child (with special needs) has been given an excellent start and I can't praise the staff enough,' is a typical comment. Inspectors' evidence supported these positive views. A few parents and carers expressed concern about behaviour and the impact of the wide range of ages of the children and pupils in each class on their own child's progress. While inspectors found that a few aspects of the provision required further improvement, the school is aware of these and has plans to



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address them. In general, the evidence did not support these concerns.

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

Ofsted invited all the registered parents and carers of pupils registered at St Erme with Trispen 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 37 completed questionnaires by the end of the on-site inspection. In total, there are 74 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	68	12	32	0	0	0	0
The school keeps my child safe	24	65	11	30	0	0	0	0
The school informs me about my child's progress	15	41	20	54	1	3	1	3
My child is making enough progress at this school	14	38	18	49	3	8	1	3
The teaching is good at this school	13	35	19	51	4	11	0	0
The school helps me to support my child's learning	14	38	18	49	3	8	1	3
The school helps my child to have a healthy lifestyle	17	46	19	51	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	27	18	49	2	5	1	3
The school meets my child's particular needs	15	41	17	46	2	5	1	3
The school deals effectively with unacceptable behaviour	9	24	19	51	5	15	1	3
The school takes account of my suggestions and concerns	7	19	22	59	5	14	0	0
The school is led and managed effectively	7	19	23	62	2	5	3	8
Overall, I am happy with my child's experience at this school	17	46	16	43	0	0	1	3

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.**



26 May 2010

Dear Pupils

Inspection of St Erme with Trispen Community Primary School, Truro TR4 9BJ

We very much enjoyed meeting you and talking to you when we visited your school recently. You are confident, articulate and friendly young people. I agree with you and your parents that yours is a good school. These are some of the best things about it.

- You all really enjoy school and make good progress. In Year 6 you reach standards in the national tests (SATs) that are average and improving. Your English is especially good.
- Your behaviour is good and you look after each other. A few of you need to be a little more careful when playing around the nursery children.
- You are good at keeping yourselves safe and healthy.
- You do a lot for each other and for other people and care for the environment. I especially enjoyed seeing your sunflowers and those planting trees with your community policeman.
- Teaching is good and you have interesting things to do.
- You know a lot about how other people live and about their culture, through your links with schools in Birmingham and Kenya. I was very impressed with your African drumming!
- Your headteacher, the staff and governors lead the school well.

I have asked that school to do two things to make it even better.

- Some of you don't always come to school when you can and this must be improved. You can help by making sure you always come to school except when you are ill.
- The headteacher should give your teachers more responsibility for leading the subjects and make sure all the work in the nursery helps the children learn.

I wish you all the very best for the future.

Yours sincerely

Paul Sadler

Lead inspector.

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